

THE Key REPORTER

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"The choice between quality and quantity is not mandatory"

President's Committee Issues Second Report on Education Beyond the High School

OUR Nation," according to the Second Report of the President's Committee on Education Beyond the High School, "like the prodigal farmer, is consuming the seed corn needed for future harvests. The ultimate result could be disaster." Thus does the committee introduce discussion of the impending shortage of college teachers.

Appointed by the President in the spring of 1956, the committee promptly set about its assigned task of unearthing the most serious problems confronting higher education, and making proposals for their solution. By November, the committee had submitted its First Interim Report, setting forth certain premises and defining the problems it would deal with. It subsequently sponsored workshops and conferences, attended by laymen and professional educators, to discuss the tentative conclusions it had reached and to foster more widespread discussion of these and related problems.

One possibly surprising fact the Second Report brings to light is that military programs of education, financed by the Government, and educational systems operated by private businesses for their employees, for which deductions from the firms' income taxes may be made, have grown to such an extent that they put the colleges and universities at a serious disadvantage, with their dependence on private funds, and state and local tax revenue. There are as many students now enrolled in business-sponsored educational programs as in all colleges and universities. Because of its own limited funds and uncertain life-span, however, the committee has focused this report on colleges and universities.

"Our institutions of higher learning, despite their remarkable achievements in the past, are in no shape today to meet the challenge [of the greatly increased demands upon them]. Their resources are already strained, their quality standards are even now in jeopardy, and their pro-

jected plans fall far short of the indicated need."

Colleges and universities, according to the report, are now spending on education and physical facilities a little more than \$3 billion a year, or roughly three-quarters of one per cent of the Gross National Product, excluding expenditures for room and board, research projects, and so forth. At the same proportion of the estimated Gross National Product in 1970, less than \$5 billion would be spent to take care of at least twice as many students. "This increase would scarcely provide for the top priority need of insuring an adequate supply of good teachers. . . . To pay adequate faculty salaries and accommodate twice as many students . . . would require something like a trebling of the current level of expenditures." In the face of these considerations the committee concludes not only that many more people must be drawn into teaching but

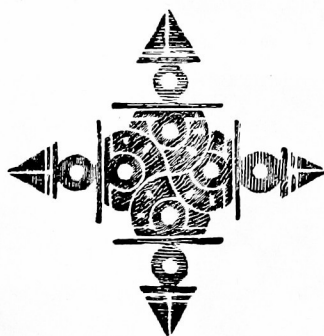
sands of young Americans would be deprived of the opportunity to develop their full capabilities.

"If an unwelcome choice were required between preserving quality and expanding enrollments, then quality should be preferred, because it would do neither individuals nor the Nation any good to masquerade mass production of mediocrity under the guise of higher education. But the choice between quality and quantity is not mandatory. The Nation needs more of both, and it can have more of both if it decides to do so." The committee calls upon the public to give greater financial support to colleges and universities; upon educators to make more efficient use of buildings and faculty; and urges that priorities be established together by both groups to find ways of increasing the resources available.

The committee itself recommends that top priority be given to remedying the shortage of good teachers. Noting the serious decline in the purchasing power of faculty salaries since 1940, the report points out that an increase of 100 to 125 per cent would probably be required to restore it by 1970.

THE plain fact is," it says, "that the college teachers of the United States, through their inadequate salaries, are subsidizing the education of students, and in some cases the luxuries of their families, by an amount which is more than double the grand total of alumni gifts, corporate gifts, and endowment income of all colleges and universities combined. This is tantamount to the largest scholarship program in world history, but certainly not one calculated to advance education." The committee recommends that the "absolute highest priority . . . be given to raising faculty salaries," and that institutions provide moderate-cost faculty housing, health and life insurance, and other benefits, for their teaching staff.

For the recruitment of teachers, the report urges more overt efforts to interest good students in the profession, and also suggests that a clearinghouse be established to help institutions secure teachers from among retiring professors and other qualified professional people. "Colleges and universities should overcome the cul-



that "the American people must be willing to devote a significantly greater proportion of the Nation's rising income to higher education or else colleges and universities will be forced to choose between poor quality and sharply restricted enrollments. In either event hundreds of thou-

tural attitudes which have consigned women to a decided minority in the ranks of higher education, resulting in an enormous waste of brain power and teaching talent. Similar waste results whenever employment barriers exist against members of racial and religious minorities."

The chapter on the shortage of teachers concludes with recommendations that graduate schools focus more attention on improving and expanding programs of college-teacher preparation, and that institutions try to devise ways of using the time of their teachers more efficiently.

A SECTION of the report is devoted to means of increasing opportunities for qualified students to continue their education beyond high school. In addition to encouragement and professional guidance, the report recommends a number of ways to provide financial help. The committee makes it clear, however, that a balance must be struck between "aiding the student to get a good college education and aiding the college to give one," and that scholarships must be accompanied by grants to the institution to cover the real cost of educating the student. Until the colleges and universities are able to accommodate a greater proportion of a larger college-age population, the Nation's policy should be to increase support of the institutions and strengthen student-aid programs, giving priority to the most able students. Assistance can be given through

loans, jobs, tax deductions for college expenses, and scholarships. The committee does not recommend a program of Federal scholarships, on the grounds that it might discourage other such programs, that it might cause a greater increase in enrollments than the colleges are equipped to accommodate, and that it is not "the most effective means by which such Federal assistance as may be needed could be used to aid both students and institutions right now." If other sources of scholarship aid were to fail, however, the committee "would favor a Federal scholarship program as the only way to fill the gap."

The report makes other recommendations, covering such subjects as the expansion of physical facilities, financing colleges and universities, and the role of the Federal Government. In this last connection it does not recommend extensive participation of the Government in higher education, but urges that it establish a permanent body to collect facts for educational planning and to provide national leadership in education.

In addition to professional educators, a number of businessmen and other laymen are members of the committee, under the chairmanship of Devereux C. Josephs, chairman of the board of the New York Life Insurance Company. Later this year the committee will make its final report to the President, relying heavily on constructive criticisms of the Second Report.

Wilson Fellowship Program Expanded

THE Ford Foundation has inaugurated an intensive effort to combat the mounting shortage of college teachers with an appropriation of \$25 million to extend and develop the National Woodrow Wilson Fellowship Program. The Foundation's action will support a broad program to attract able college students into the academic profession and will provide graduate fellowships to potential college teachers at the rate of one thousand a year for the next five years.

Individual awards, which will be applied to tuition and living expenses for the first year of graduate study, will probably average \$2,200. Recruitment will be conducted primarily through a corps of about a hundred faculty members, who will stimulate faculty cooperation on college campuses. Four or five full-time regional field directors will assist in developing and coordinating the program. Local faculty members will nominate candidates for the fellowships; regional committees and a national committee made up of active university and college faculty members will make the final selections. Fellowship recipients will ordinarily be permitted to attend the institutions of their choice and will be free to select their own fields of study. Awards formerly were made only in the humanities and social sciences, but the new program includes the natural sciences and mathematics as well. A list of honorable mentions will be available to all interested graduate schools.

Of the total funds appropriated, \$200,000 will be made available to the Association of American Universities and its affiliate, the Association of Graduate Schools, to provide for an immediate increase of one hundred Woodrow Wilson fellowships for the fall of 1957—a 50 per cent rise over the two hundred awarded this spring.

The \$10 million allocated for assistance beyond the first year will be used for grants of \$2,000 each to the university at which each Woodrow Wilson Fellow enrolls. Three-fourths of this amount must be used for financial aid to graduate students, particularly in their final year. The aid provided by this stipend is at the discretion of the university, and it is not limited to Woodrow Wilson Fellows. The university may use the remaining one-fourth for additional fellowships or for strengthening its graduate program.

The Woodrow Wilson Fellowships were initiated in 1945 by Princeton University. In 1952 a national organization was formed under the sponsorship of the Association of American Universities to conduct an expanded program. Prior to the



Last April the Wake County (N. C.) Association offered a prize of \$25 for the best creative writing done in the county's high schools. After the award committee had named Charles Bennett as the winner, the group discovered that he is a spastic student who attends classes by telephone. The cut shows Ernest Ball, Ben F. Carter, and C. Christopher Crittenden, all of the award committee, looking on as Chairman Ethel Tilley presents the check to Mr. Bennett.

Ford Foundation's action, the Carnegie Corporation and the General Education Board of the Rockefeller Foundation supported it with grants of funds totaling \$1,150,000.

The National Association for Gifted Children

In the fall of 1954 a group of psychologists and school administrators formed the first section of the National Association for Gifted Children in Cincinnati. The founders felt the urgency of identifying children of superior intellectual ability and encouraging the full development of their talents for the benefit of our increasingly complex society. On this page the president of the N.A.G.C. discusses some of the problems that turn up in trying to identify gifted children. A common obstacle is the attitude of parents who hope that their children are average, on the ground that the average child will be happier than the gifted one. "Happiness and 'averageness' may or may not go together," Mrs. Isaacs says, "but pretending that a superior child is only average may result in his overt acquisition of habits that make him appear average. Furthermore, one may doubt that achieving a mere fraction of one's potentialities results in happiness."

The N.A.G.C. tries to help meet the needs of gifted children by making knowledge of current research available to those who are interested, and by offering program assistance to other organizations. The group is also planning a fund to subsidize research and the publication of its findings. Two foundations have made small grants to the association, but the sums involved are not sufficient to sponsor the research projects the group believes to be much needed to further our understanding of intellectual gifts.

The N.A.G.C., aware that many members of Phi Beta Kappa have children of superior ability, will welcome an opportunity to offer its assistance to everyone interested in the problems of the gifted. Inquiries about membership should be addressed to the association at 409 Clinton Springs Avenue, Cincinnati 17, Ohio.

The Gifted Child— A Responsibility for Parents and Teachers

By Ann F. Isaacs

A trained psychologist, Mrs. Isaacs directs a nursery school in Cincinnati and is a charter member and president of the National Association for Gifted Children, an organization discussed elsewhere on this page. Some of the material in this article was presented in a paper read at a joint meeting of the N.A.G.C. and the American Association for the Advancement of Science in December, 1956.

THE term "gifted" is a broad one that applies to those who have special talents in particular fields such as art, science, or music, as well as to those whose intelligence places them in the top 2 or 3 per cent of the population, with Intelligence Quotients of 130 and above. Despite the obvious importance of recognizing unusual ability in children and developing it to its fullest, doing so is not always a simple matter.

Many genuinely gifted people occupy positions at levels far below their potentialities, a waste of resources that need not be labored here. But one may ask why it happens. Financial difficulties frequently account for the fact that many young people with superior minds do not continue education beyond high school, or even finish high school. But often such people are merely not interested in doing so. The remarks of one obviously able young woman are a case in point: "You bet I am against letting them go through school as fast as they can travel; I was finished with high school before my fifteenth birthday, and I just had to go to work early, while my friends got to stay in school and play around a couple of more years."

It is quite possible that if such young people had realized that they had special abilities, they might have gone to college. Thus identifying potentially superior students is the key to the problem. It is, however, particularly difficult today because of the ever-increasing numbers of children in our schools. In a small classroom the teacher is more likely to be able to recognize the able students, but even in these circumstances the gifted are not always discovered.

Some children are able to get high grades, even if they do not have special gifts, by conformity and efficient hard work. Curiously, those who do not conform and who ask embarrassing questions are often under-rated, even though it is well known that superior intelligence is characterized by curiosity and an original approach to solving problems.

Parents obviously have the first opportunity of observing the child. The

trouble with counting on parents to identify unusual gifts in their children is that their judgments often are not reliable. In the first place, they tend to compare the child with other relatives, friends or neighbors. Were the abilities of these individuals dispersed along a normal distribution curve and the eye of the parent sufficiently objective, it is conceivable that a fair approximation might be made of evaluating the child's endowment. Great ability, however, tends to run in families, and furthermore individuals of similar endowment—members of the professions, for example—tend to live in the same community. Hence an attempt to compare the children of one household with those of a neighbor would not yield a realistic picture of the child's capacities. The parent may say, "My child is not much different from the one next door, or across the street; he is just average." But if the abilities of both children were measured by an individual psychological test, they would probably both be found on the high end of the distribution curve.

Gifted children need more help from psychologists who are familiar with programs and practices designed to meet their needs. In this connection there is a happy trend in the schools towards permitting the psychologist who has studied a child to share his knowledge with the child's teachers and parents, and even with the child himself. Until recently test scores were so often withheld that even the school cumulative records on a given child did not always include a report of the psychologist's findings on him. This practice is undoubtedly commendable if the child has only meager endowments. But when the able child has insight into the nature of his potentialities, he may be stimulated to achieve at a level more in keeping with them and to accept the responsibilities of his high endowment.

It has also been established that children should be retested frequently. In this way "late bloomers" can be discovered, and children in the midst of emotional difficulties may be helped. For example, a child in our nursery school had an I.Q. of 150 at the age of three and a half. A year later, her parents were in the midst of divorce proceedings. Not only did the child begin to show shyness and withdrawal, but when she was retested, her I.Q. had dropped to 120.

In the schools, both administrators and teachers are showing more awareness of the needs of unusually able children. Parents too must awaken to the importance of their special roles if they have a gifted child.

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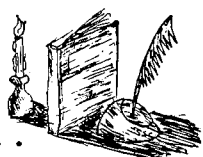
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The Book Committee Recommends . . .



Robert C. Angell

THE ASTONISHED MUSE. By Reuel Denney. Chicago. \$4.50.

A highly literate, at times precious, discussion of the leisure habits and tastes of Americans. The subtlety of expression and density of the prose occasionally mask the author's fascinating interpretations of football, TV, hot rodders, comics, modern architecture, science fiction and other types of "popular culture."

THE ORGANIZATION MAN. By William H. Whyte, Jr. Simon and Schuster. \$5.

A brilliant analysis of the way of life of the younger generation of managerial personnel in large American corporations. One learns how they view their careers, treat their fellows, and live with their families. The general thesis is that they have become organization men, that they have surrendered to the gregarious ways of bureaucracy—ways which exemplify not the Protestant Ethic but the Social Ethic. Though some social scientists have indeed fostered this orientation, Whyte is indiscriminating in damning the whole fraternity for promoting it.

PROTESTANT AND CATHOLIC. By Kenneth Underwood. Beacon. \$6.

A pioneering study of what may become a serious social problem. It was prompted by a bitter Catholic-Protestant struggle in 1940 in Holyoke, Massachusetts, over whether Margaret Sanger should speak anywhere in the city on birth control. The author, director of the Institute of Ethics and Politics at Wesleyan University, has studied dominantly Catholic Holyoke intensively since the last war and analyzes interfaith relations there with insight and admirable objectivity.

John Courmos

FROM RENOIR TO PICASSO. By Michel Georges-Michel. Houghton Mifflin. \$4.

The great and particular charm of this book is that the author, disdaining any attempt at formal criticism, manages to be entertaining—and instructive. He has known all artists worth knowing, and he has had a slight acquaintance with others; his book takes the shape of a chronicle of reminiscence. Even the anecdotes he tells are more than mere anecdotes, for they help to reveal the man as well as the artist. The black-and-white portraits are scarcely less charming than the text.

ANCIENT AND ORIENTAL MUSIC. *The New Oxford History of Music, Volume I.* Edited by Egon Wellesz. Oxford. \$9.50.

Eight writers, each an expert in his field, have conspired under the competent guidance of the editor to make this, the first of ten volumes, rich in content and in interest for music lovers. The music of primitive peoples, of China, the Far East, India, Mesopotamia, Egypt, Palestine, Greece and Islam pass in review: a proud pageant of history, sound, and meaning. A venture like this cannot be overpraised.

THE ART OF THE DRAMA. By Ronald Peacock. Macmillan. \$5.

"Art is experience re-enacted as idea, a formula of imagery, or imagery-within-language, being the instrument of re-enactment." Using this definition as a basis, Mr. Peacock, director of Comparative Literature at the University of Manchester, analyzes drama, which as an art-form belongs to literature as well as to the theatre. The processes of the interfusion of several arts, including poetry, are studied with exacting care in this erudite essay.

THE IRRESISTIBLE THEATRE. By W. Bridges-Adams. World. \$6.

In the mood of the motto furnished by Matthew Arnold—"The theatre is irresistible"—Mr. Bridges-Adams has written an informal and rather spirited account of the English stage from its earliest beginnings to James Shirley, forerunner of Restoration Comedy.

Lawrence A. Cremin

A FOURTH OF A NATION. By Paul Woodring. McGraw-Hill. \$4.50.

A remarkably sensible discussion which attempts to distill the best from a decade of vigorous—often vituperative—debate about the schools. Woodring's effort is frankly synthetic, and he manages to state his thesis in a way that will command considerable agreement among university scholars, professional educators, and the wider public. His volume is well-written (not a word of jargon) and non-polemical (no purple prose either). Readers will find it balanced and cogent.

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.

CONSTRAINT AND VARIETY IN AMERICAN EDUCATION. By David Riesman. Nebraska. \$2.75.

Three essays which go far beyond the usual cant about numbers in the colleges and life adjustment in the high schools. The one entitled "The Academic Procession" is a gem; those who read it will never again enjoy the comfort of viewing American education in the image of Harvard—or of Peru State Teachers either.

THE CHALLENGE OF SOVIET EDUCATION. By George S. Counts. McGraw-Hill. \$6.

A controversial magnum opus by a longtime student of Soviet education. The ideological challenges come as expected themes. More intriguing to many will be the challenge of an educational system which considers cinema, circus, concert hall, and concentration camp as schools for the political education of the people.

A HISTORY OF EDUCATION IN ANTIQUITY. By H. I. Marrou. Translated by George Lamb. Sheed and Ward. \$7.50.

A welcome translation of a solid scholarly work hitherto available only in French. The author, professor of Early Christian History at the Sorbonne, manages in brief compass to sketch an extraordinarily comprehensive picture of Greek and Roman schools and the ideals they sought to serve. The material is absorbing in its own right and frequently relevant to contemporary educational controversy.

EDUCATION AND SOCIOLOGY. By Emile Durkheim. Translated by Sherwood D. Fox. Free Press. \$3.50.

Another welcome translation. Although Durkheim was for years professor of the Science of Education at the Sorbonne, his pedagogical writings have been virtually unknown in this country. This excellent translation should be a potent remedy.

Kirtley F. Mather

ATOMS FOR THE WORLD. By Laura Fermi. Chicago. \$3.75.

An extraordinarily illuminating and charmingly intimate account of the 1955 Geneva Conference on the Peaceful Uses of Atomic Energy, by the widow of Enrico Fermi who accompanied her husband as historian for the U. S. delegation. Background information regarding recent developments in nuclear science and international politics makes understandable the technical aspects of the conference.

SCIENCE AND HUMAN LIFE. By J. A. V. Butler. Basic Books. \$3.95.

A distinguished professor of physical chemistry in the University of London presents a thought-provoking survey of the impact of recent scientific discoveries on modern man's outlook and values.

THE KEY REPORTER



ATOMIC ENERGY APPLICATIONS WITH REFERENCE TO UNDERDEVELOPED COUNTRIES. By B. C. Netschert and S. H. Schurr. Johns Hopkins. \$2.

RADIATION. What It Is and How It Affects You. By Jack Schubert and Ralph E. Lapp. Viking. \$3.95.

Together, these books give much-needed information about both the hopes and the dangers of the Atomic Age. The "paperback" by Netschert and Schurr is the result of a staff study by Resources for the Future, Inc. It summarizes the status (through January, 1957) and the prospects of beneficial applications of atomic energy. It will enable its readers to view more realistically both the immediate and the long-range roles of nuclear science and technology in all parts of the world.

The larger book by Schubert and Lapp is a thoroughly documented and sanely terrifying study of the effects of radiation upon man. It deals not only with fall-out from bomb explosions but also with radiation from X-ray machines, fluoroscopes, radio-isotopes and nuclear reactors. It is a timely warning, in as non-technical terms as possible, of the hazards men must control if they are to live with radiation.

MODERN SCIENCE AND THE NATURE OF LIFE. By William S. Beck. Harcourt, Brace. \$5.75.

A delightfully readable, deeply penetrating and sharply incisive study of the life sciences with special attention to the new techniques and discoveries of the last few years. One may disagree heartily with some of the author's philosophical inferences, but there is no doubt that he asks the right questions. The book ranges widely from the origin of life to the nature of mind. Everywhere it deals with the subject matter in a thoroughly scientific manner and with humor, imagination, and the spirit of high adventure.

George N. Shuster

At least upon occasion the philosopher looks to the past and the future. **JOHN LOCKE**, by Maurice Cranston (Macmillan, \$8) is somewhat indifferently concerned with the thought of the seventeenth century, or indeed with its hero's own reflection, but can be warmly recommended as a biography based in part on fresh material and written with skill, sympathy and discernment. **THE COMING WORLD CIVILIZATION**, by William Ernest Hocking (Harper, \$3.75) is a trenchant speculative essay on the imaginable human future by a thinker rich in the lore of both East and West. He looks forward hopefully to the absorption by the spirit of Christianity of the insights gained by natural science as well as of the heightening of individual consciousness by the spokesmen for idealism. The book

is not "finished," as Professor Hocking indicates, but will be treasured for luminous words and ideas. Another book suggesting Orient and Occident, though in a sense transcending both, is **WORK AND CONTEMPLATION**, by Douglas V. Steere (Harper, \$2.50). Here a notable Quaker theologian and teacher offers not merely a plea for the art of contemplation but also a disturbing, probing critique of the inner spiritual weakness of modern technological civilization. The book is both a succinct summary of pertinent thought as well as a distillation of the author's own experience. **ORTEGA Y GASSET: An Outline of his Philosophy**, by Jose Ferrater Mora (Yale, \$2.50) is a brief but impressive study of a widely-read Spaniard. Mora contends that Ortega's endeavor has been to free the life of reason from rationalism, and spontaneity from Rousseauistic primitivism.

C. Vann Woodward

ALBERT GALLATIN: Jeffersonian Financier and Diplomat. By Raymond Walters, Jr. Macmillan. \$6.75.

Easily replacing the old study of Gallatin by Henry Adams, this biography is an important contribution based on exhaustive research and written with skill and penetration. It characterizes the Jefferson administration as "actually a triumvirate of Jefferson, Madison, and Gallatin, with the President only a chief among equals, and Gallatin's influence reaching deep into every sphere of governmental activity." The philosophy of the Geneva-born statesman is sympathetically described as "midway between the conceptions now known as Hamiltonianism and Jeffersonianism."

A HISTORY OF PRESIDENTIAL ELECTIONS. By Eugene H. Roseboom. Macmillan. \$8.50.

A history of the forty-three quadrennial Presidential elections since 1788, Professor Roseboom's book is largely narrative political history in the conventional manner, a synthesis of scholarly works with no attempt at new theses either in overall interpretation or individual elections.

The Key Reporter

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THE A. F. OF L. IN THE TIME OF GOMPERS. By Philip Taft. Harper. \$6.75.

This is the most detailed and scholarly study that has yet been made of the most important labor organization in American history. Starting with the founding years of the 1880's and continuing into the 1920's, the author, a professor at Brown University, relies for his materials not merely on published documents but upon private papers of labor leaders and their friends. His subject is not the unions that compose the Federation, but the A. F. of L. "as a distinct entity" and the evolution of its policy and programs.

PATRICK HENRY: Patriot in the Making. By Robert Douthat Meade. Lippincott. \$7.50.

The first of two volumes that Professor Meade proposes to write on the life of the rugged Virginia patriot, this volume only treats Henry's career down to 1775, eve of his "Give me Liberty" speech. The work commands respect for its deep-digging research and high critical standards. One of his significant results is a close textual criticism of the French traveler's journal that has hitherto been used to discredit the heroic traditional account of Henry's Stamp Act Speech. Meade's criticism discredits the journal as a source and restores the version of Henry's speech based on the recollections of Thomas Jefferson and others. This work promises to be one of the better modern biographies of the colonial and Revolutionary period.

NEGRO MILITIA AND RECONSTRUCTION. By Otis A. Singletary. Texas. \$3.75.

The military history of the Negro during the Civil War has been the subject of two special studies, but this is the first specific investigation of the subject during Reconstruction. A dispassionate and objective study, this monograph demonstrates that the "Negro" militia often contained white members, that it was "not nearly so vicious" as generally pictured, but that it proved "a dismal failure" because of unwise policies of the state governors who employed the troops.

THE COMING CAESARS. By Amaury de Riencourt. Coward-McCann. \$6.

The young French author takes the grand tour of American history in the company of Gibbon and Ferraro. He turns up neo-Romans and Roman predicaments all the way from Plymouth Rock to Hollywood. General Douglas MacArthur is discovered in the toga of Lucullus, Harry Truman in that of Sulla. It is a wonderful game of historical charades with an occasional *aperçu* that evokes a chill of recognition and a number of boners that evoke smiles. Toynebee for the ladies clubs.

To the Editor

Effective Use of Faculty Resources

I read with interest the article by Clarence Faust, especially his remarks on the uses of television and on a revised M.A. program for teachers. But as I already have that degree, my thoughts often turn to this problem: In order to be a college teacher must I surrender my mind to the Ph.D. process? Perhaps Mr. Faust or others can suggest ways in which those who would like to be college professors (and rise in their departments) can prove their intellectual worth without subjecting themselves to the often dry, super-academic and narrowing experience of laboring for a Ph.D.

Here in the Philippines I read on my own and also teach freshman English for the University of the Philippines Extension at Clark Air Base. My students are mostly servicemen who have not yet been to college, but who have individually seen a need for more education. Since each American boy faces two or more years in the service, I believe Mr. Faust and others could find extensive educational opportunities during these usually wasted years. I believe my own personal study will reduce my years in the Ph.D. machine (should I enter it) from over three to less than two. Many of my students will have a whole year's college credits when they are discharged. Here, then, is a way (for men, at least) to be taught outside of the halls of ivy. Your paper could promote

the co-operation of government and education in exploiting this opportunity by featuring an article on the educational opportunities available to young men today during their service years.

JOHN H. ARMSTRONG

Clark Air Base
Philippine Islands

In his article in the April issue of *THE KEY REPORTER* Mr. Faust set forth some suggestions for improving our colleges. He seems to favor the European idea of the university. The students, under the direction and supervision of the faculty, could study independently with a minimum of formal requirements. With the burden of regular lectures and set routines eased, the faculty could supervise a greater number of students and still have more time left for their own studies.

This would be a worth-while approach if education derived in this manner would be useful to the student in later life. For most students, however, this type of education has only limited usefulness. An increasing majority of students go into business, government, agriculture, military service, and so forth. A smaller and smaller percentage go into higher education, the ministry, law, or scientific research, where education as a scholar is a very valuable asset. Furthermore, the typical American student shows little interest in independent study and little ability for it. In most successful programs for independent study the participating students are not only top-ranking upperclassmen,

but volunteers. On the other hand, when the typical student is given a small independent-study project, such as a required thesis in his major field, he considers it a terrible burden. He puts the work off as long as possible. I know one student who wrote a thesis which counted as the equivalent of one course, within 48 hours of the due date—and passed. College administrators should seek primarily to meet the needs of the large majority who are not interested in the scholar's approach to knowledge, and who have little reason in later life to do scholarly research.

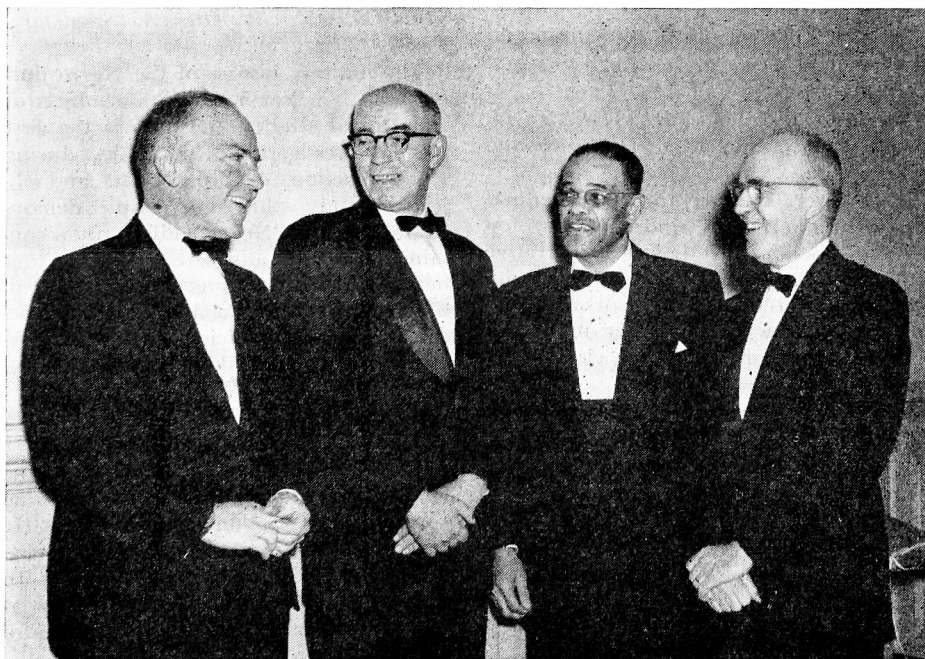
From the traditional college education the average student derives not only basic knowledge and attitudes but also several valuable skills. He learns how to read, analyze, and retain important ideas and information. He learns how to organize what he has learned and present it clearly and correctly in written form. He also learns how to recall, organize and present information and ideas in writing while he is under pressure. Although everyone would agree that the knowledge and skills one gains in the traditional college education are very valuable, there is nearly complete disagreement on the direction improvements should take.

The principle of breaking down a college education into courses with assigned weights and set rules is sound. There is an infinite number of topics that the student could cover in college. Without the analysis of the realm of knowledge and its reduction to manageable units the curriculum would be an incomprehensible confusion. The logical development of courses helps the student plan his education intelligently. Likewise, well-defined courses help employers and other interested people make a reasonably fair evaluation of an individual's education.

What does our educational system lack that the majority of students need? First, our colleges do not teach us to organize and skillfully present our ideas orally while we are under pressure. Our ability to handle interviews, to speak in committees, or just answer the daily questions of our superiors, largely determines our success in any organization. If half of our college examinations were taken by tape recorder instead of being written, the student would acquire the same degree of skill in organizing and expressing his ideas orally that he now acquires in writing. The tape-recorder examination would require no more time or supervision than the written examination; and like the latter, could be corrected by the professor at his convenience.

Our colleges also fail to teach us to think creatively with a given amount of knowledge. In most courses the student seems to be expected only to develop comprehension of the subject and to memorize important facts; if he does not know the answer to a problem, he is

THE KEY REPORTER



At the 127th Anniversary Dinner of the Brown University chapter, Poet Richard Eberhart (left) read three of his poems, and Rufus Early Clement (second from right), president of Atlanta University, was the main speaker. They are shown talking with Garrett Davis Byrnes, production editor of the Providence "Journal-Bulletin," and Chapter President William H. Edwards (far right). At the meeting the chapter initiated Mr. Byrnes as an Alumnus member and Mr. Clement as an Honorary member.

asked to read more until he finds someone else's answer. This discourages creative thought. Independent study *per se* is no better than the usual college course because the student merely collects and repeats the ideas of others, unless he has definite incentives to do his own creative thinking. Yet in everyday affairs the individual has to be an expert on the situations and problems he faces. To solve the problems or to initiate improvements he must think creatively, using the knowledge he already has at hand. He cannot retreat to the library and the experts to find the answer, as he could in college.

At least one paper or major speech should be required in every course, which would encourage the student to do some original thinking based on what he already knows. The case-problem method used in some business schools is an excellent example of encouraging self-reliance and creative thinking. In most fields there are a number of old and long-debated issues. The student could be required to discuss one of these problems before it was covered in class. After he had done some thinking of his own on the problem, he would take far greater interest in the problem when it was subsequently covered in the course.

In brief, it is not the formal organization and requirements of the curriculum that need great improvement. Instead, within the framework of the courses, the students' needs would be served better by developing the skills of effective speech and creative thinking.

There are, however, many improvements in the use of faculty resources that could be made within the traditional curriculum. In most organizations there is a great division of labor. Highly-paid people at the top who have long experience and great skill are assisted by a legion of others with lower skills and pay. There is little evidence of this division of labor in the educational organization of a college. The most renowned professor still has to serve as a policeman at examinations. While the students constitute a large pool of intelligent, inexpensive, and unskilled labor, the dining hall is usually the only part of the college to employ any significant number of students.

The Harvard system of having a large lecture class once or twice a week and then breaking the class up into small discussion sections under graduate students is one method of making more efficient use of faculty time, and has other advantages. First, the small discussion groups give the student an opportunity to do a considerable amount of creative thinking. Second, they give him practice in presenting his ideas orally. Third, the student discussion-leader not only has a chance to earn needed money, but may develop an interest in working with students and enter the teaching profession.

Other steps could be taken for a more efficient division of labor. Lower-paid personnel could take over a greater share of handling correspondence, grading, and clerical work. Committees are a notoriously wasteful way of making administrative decisions. The faculty should delegate many of the decisions made by these committees to administration.

Efficient use of the faculty and higher salaries can come about only by developing a division of labor, as in other fields, and by applying improved mechanical aids.

PRESTON V. PUMPHREY
Dartmouth, 1956

Fort Huachuca, Arizona

Phi Beta Kappa Today

I was alarmed to find among William T. Hastings' collection of generalizations on American higher education implied castigation of correspondence courses. May I remind Mr. Hastings that correspondence courses are just as much of a threat—or an aid—to liberal education as sponsoring institutions make them. While this form of instruction frequently is concerned with vocational and scientific education, it is as often useful in supplementing liberal arts instruction for students and adults. I would suggest to my fellow members of Phi Beta Kappa that they endeavor to study and to think about those things which they temperamentally dislike before they decide to condemn them.

DONALD R. MCCOY
Director, University of Kansas
Bureau of Correspondence Study
Lawrence, Kansas

Whitney Foundation Opportunity Fellowships

The competition for the Opportunity Fellowships is open to any citizen of the United States (including residents of territories) who has given evidence of special ability and who has not had full opportunity to develop his talents because of arbitrary barriers, such as racial or cultural background or region of residence.

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Requests for further information and for application blanks should be directed to Opportunity Fellowships, John Hay Whitney Foundation, 630 Fifth Avenue, New York 20, N. Y. Completed applications must be filed by November 30.

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Writing for this special issue are Melville Cane, R. L. Duffus, René Fuellep-Miller, Henry Beetle Hough, Gerald Johnson, Howard Mumford Jones, Humayun Kabir, Joseph Wood Krutch, Paul Sears, Cid Ricketts Sumner and William Carlos Williams, with an introduction by the Editor, Hiram Haydn. Their comments offer no easy answers, no panaceas—they do make provocative reading.

In addition, a new department, REAPPRAISALS, will be introduced in this issue. The first re-appraisals are devoted to fresh evaluations and interpretations of *Faulkner* and *Hemingway*.

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Key Notes

As a reminder to members about the regulations governing keys, the Senate adopted the following statement at its last meeting:

"In keeping with Council regulations adopted over the years to prevent the improper or unauthorized use of the Society's name and insignia, the Senate of the United Chapters wishes to remind members of Phi Beta Kappa that the key may not be worn by anyone who is not a member of the Society. Members may buy a key when they are elected, and they may replace a key that has been lost or stolen. Initiates should never order more than one key, unless the chapter secretary gives his consent in writing, stating the reasons for his approval. The Senate charges the national office to adhere strictly to established policy in processing all key orders."

Speaking of keys, in the national offices we have an interesting collection of old Phi Beta Kappa medals and keys that chapters or alumni associations may borrow for special exhibits. Inquiries should be directed to the secretary of the United Chapters.

By "association" we are reminded to point out that Phi Beta Kappa associations are active in many parts of the country. There is an alumni group in most of the large cities, including New York, Chicago, Los Angeles, Philadelphia, Detroit, Cleveland, Boston, and Washington. The programs of the groups vary, but most associations meet once or twice a year to hear a scholarly address, and in addition, many sponsor awards or scholarships for promising high-school and college students. Members interested in joining one of these groups should write to the offices of the United Chapters for further information.

The certificate illustrated above has been designed for a new annual award that will go to students of Union College who have done distinguished academic work during the preceding year. Sponsored jointly by the college's chapters of Phi Beta Kappa and Sigma Xi, the award is named for Eliphalet Nott, who was Union's president for sixty-two years. The certificate derives its terminology from an unusual medal recently discovered in the college archives. It was apparently struck off about a hundred years ago and was meant to be awarded "to the best pupil of Eliphalet Nott," for the reverse side bears the inscription "Discipulo Optimo Eliph. Nott." An interesting Minerva's head, quite different from the one officially adopted by the college for its seal, appears on the face of the medal.

For ten chapters, 1957 marks an important anniversary. The chapter at Cornell University was 75 years old on May 28; in November the 50-year mark will be reached by those at Oberlin College, Ohio Wesleyan University, the University of Illinois and the

University of Michigan. During the spring the chapters at the following institutions reached the age of 25 years: Wheaton College, the University of Arkansas, Illinois College, the University of Arizona, and Wells College. The Alpha of Arkansas commemorated its founding by establishing an annual scholarship award to the organized house on the campus with the highest grade average during the preceding two semesters.

Phi Beta Kappa Hall—or part of it, anyway—made news during the Governors' Conference held a few months ago in Williamsburg. A large room in the hall, named in memory of a man who greatly bolstered the Society's finances thirty years ago, was the scene of a press conference. Reporters flung questions at one possible candidate for the Presidency after another, hoping for a slip that would disclose some newsworthy political ambitions. But the answers were even more evasive than is customary in such cases—perhaps, one dispatch suggested, because the interviews were held in the Dodge Room.

DISCIPULO OPTIMO
COLL. CONCORDIAE NOV. EB.
This is to certify that

by reason of unusual distinction in his studies
during the past academic year has been designated
by the Union College Chapters of the Phi Beta Kappa
and Sigma Xi societies an Eliphalet Nott Scholar



PRESIDENT, ALPHA OF NEW YORK CHAPTER
PHI BETA KAPPA



PRESIDENT, UNION COLLEGE CHAPTER
SIGMA XI

