

THE Key REPORTER

VOL. XXIV • NO. 1

OCTOBER • 1958

Twenty-Fifth Council Meets in New York

Grants Charter; Discusses Policy on Athletics;
Elects Officers and Senators of United Chapters

THE gavel was left in Washington, but President Hastings kept order easily without it. The subways seemed a mystery and taxi drivers could not find the University Heights campus, but no one got irretrievably lost. The weather was largely gray and chilly, but it hardly rained at all.

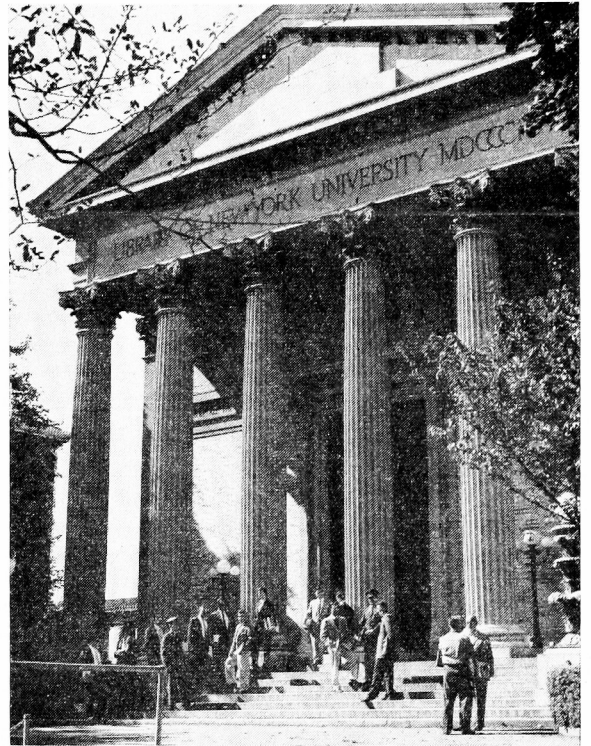
Thus the twenty-fifth triennial Council completed its business without mishap, either major or minor; and careful, imaginative planning by the host chapter at New York University was largely responsible. The meeting, held on August 28-30, was attended by over 250 delegates.

This Council year coincided with the centennial of the host chapter and also with the seventy-fifth anniversary of the uniting of the chapters. The double anniversary called for special recognition, which was provided by two evening addresses on the theme, "New Worlds in the Making: Cultural Turning Points in America, 1858-1958." On August 28, the main address by Paul B. Sears was pre-

ceded by an account of the New York Beta's founding, presented by Senator Richard D. Mallery, secretary of the host chapter. The next evening, before the address by Howard F. Lowry, Retiring President Hastings spoke on the formation of the United Chapters.

The most important items on the agenda of a Council meeting are usually new charters and the election of senators, and this meeting was no exception. The Council voted to grant the petition of the Phi Beta Kappa faculty members at Kalamazoo College for permission to establish a chapter. Authority was given to the Rutgers chapter to set up a section in the Newark College of Arts and Sciences, and to the Western Reserve chapter to elect students enrolled in Cleveland College, the part-time division of the university.

The Nominating Committee presented a slate of fifteen names for the election of senators-at-large, and reported the names of two candidates nominated by each of three Districts. The Districts, of which there are seven, are geographical groupings of chapters and alumni associations, and have two functions. Chapters often have first-hand knowledge of educational policies at a neighboring institution that is applying for a charter, and the Districts are asked to comment on applicants in their area as an added guarantee that no questions needing to be explored thoroughly will be overlooked by the Committee on Qualifications on the visit of inspection. Each District is also asked to nominate two candidates for District senator. Since senatorial terms run for six years, the Districts do not all present nominations



New York University Library

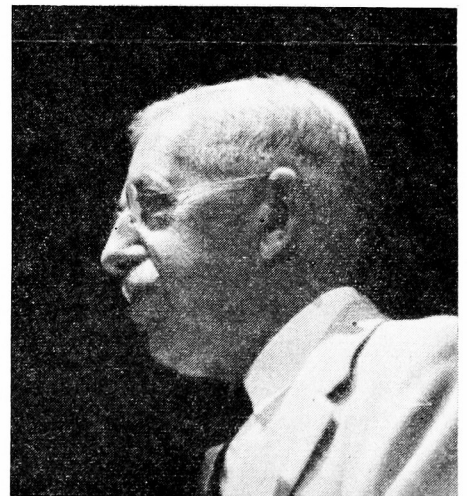
On the University Heights campus of New York University, where the delegates met, the Hall of Fame for Great Americans forms a semicircle behind the library.



Fabian Bachrach

Laurence M. Gould

The President of the United Chapters is also president of Carleton College, and directed the U. S. Antarctic Program for the I. G. Y.



William T. Hastings

Shown here reviewing the uniting of the chapters, Retiring President Hastings was later elected Historian of Phi Beta Kappa.



Rapt Audience at Anniversary Program

On August 28, the delegates heard Paul B. Sears, professor of botany at Yale, speak on "The Steady State: Physical Law and Moral Choice." The next evening, President Howard F. Lowry of the College of Wooster spoke on "The Human Privilege."

at each triennial meeting of the Council.

This Council elected nine senators-at-large and three District senators. Re-elected as senators-at-large were William C. DeVane, dean of Yale College; John W. Dodds, professor of English at Stanford; Kirtley F. Mather, professor emeritus of geology at Harvard; and Louis B. Wright, director of the Folger Shakespeare Library. New senators-at-large are Morris G. Bishop, professor of Romance languages at Cornell University; Irving Dilliard, editorial writer for the *St. Louis Post-Dispatch*; Paul H. Douglas, United States Senator from Illinois; Whitney J. Oates, professor of classics at Princeton; and Anne G. Pannell, president of Sweet Briar College. The new District senators are Ernest L. Mackie, professor of mathematics at the University of North Carolina, for the South Atlantic District; and Marten ten Hoor, professor of philosophy and dean of the College of Arts and Sciences at the University of Alabama, for the South Central District. Edward C. Kirkland, professor of history at Bowdoin College, was re-elected to represent the New England District in the Senate.

Since the President and Vice-President of the United Chapters must be members of the Senate, election of these officers is held at the end of each triennial meeting, after the senatorial elections. Laurence M. Gould, president of Carleton College, was elected to the presi-

dency of the United Chapters; William C. DeVane was elected Vice-President. The Council also confirmed the appointment of Frank P. Smeal, second vice-president of the Guaranty Trust Company of New York, as Treasurer of the United Chapters, succeeding the late Paul Sturtevant.

Mr. Gould's first act was to present for a vote by the Council the previously unannounced nomination of Retiring



Paul B. Sears

"We can find certain concepts of natural science an invaluable guide as we struggle to attain a better order in our affairs."

President Hastings as Historian of the United Chapters, an office that has not been filled since the death of Oscar M. Voorhees in 1947. Mr. Hastings was so elected by acclaim. As he took back the purely symbolic gavel to adjourn the meeting, Mr. Hastings' pleasure and surprise added a note of even greater good feeling than usual to the proceedings.

Athletic Policy Considered

The athletic policy of the Senate was thoroughly examined by the Council. Initiated in 1955, the policy is intended to put Phi Beta Kappa on record on a matter of educational principle and to give support to faculty and administrative officers, who know what the first responsibility of an educational institution is. The policy is based on these standards: (1) complete and direct control of athletic policies and procedures by joint action of the administration and of authorized members of the faculty; (2) adequate safeguards against recruitment practices that contribute to the professionalizing of intercollegiate athletics; (3) restriction of eligibility for varsity teams to students making normal progress toward a regular bachelor's degree; and (4) assignment of all scholarships, grants-in-aid, loans, and jobs by a faculty committee on student aid on the sole basis of academic distinction and need.

Until recently the statement of policy went on to specify that financial assistance to athletes should be in approximately the same ratio to the number of athletes as all financial assistance to the total number of students. At its 1957 meeting, however, the Senate amended this provision to eliminate the rigidity of the formula, and instructed the Committee on Qualifications to satisfy itself that athletic prowess is not given priority



Howard F. Lowry

"Thus the 'human privilege' becomes for man . . . the chance to make a deliberate choice of the values he will honor and serve."

over other talents in the assignment of financial assistance.

The policy has been criticized from the start, most frequently by Phi Beta Kappa faculty groups at disappointed applying institutions, but also by active members of existing chapters. The main arguments of the dissenters have been these: (1) that athletic practices conforming to the rules of the regional athletic conference should not block the establishment of a chapter at any institution that can meet the academic requirements; (2) that in a complex university, standards in the college of liberal arts are not necessarily affected by athletic practices that Phi Beta Kappa does not approve of; and (3) that it is inconsistent to enforce this policy to the disadvantage of applying institutions, when many already sheltering a chapter follow the same practices.

The Senate, however, does not believe that these arguments take everything into consideration. A state board of education might abolish all foreign language requirements for admission of students to state-supported institutions, but Phi Beta Kappa would still expect foreign languages to be offered by an applying institution. Again, even if a complex university could operate with one set of standards for the liberal arts college and another for the other units, it is not necessarily true that athletic policies of the institution as a whole have no effect on standards in the liberal arts college.

The third argument has the greatest validity. The Senate recognizes that inequalities between the standards required of applying institutions and those of institutions already sheltering a chapter are real—and deplorable. But it is also aware that applying institutions have advanced the argument of a double standard on other occasions in the past—in comparing their foreign language offerings, for example, with those at some institutions that shelter a chapter, or their library resources, or the faculty salary scale, or some other point on which the comparison was favorable to the applying institution.

In the Council discussion, all the arguments and counter-arguments were thoroughly aired, but no action was taken to change the Senate policy.

Segregation Policy Discussed

Another important matter that was considered by the Council had to do with Phi Beta Kappa's policy toward applying institutions that exclude students on the basis of race. In 1957 the chapter at the College of the City of New York presented to the Senate a resolution calling for the denial of a charter to any publicly-supported institution excluding students on account of

(Continued on back cover)

Some Worked

Tellers
Roderic H. Davison
of
George Washington,
Graves P. Thompson
of Hampden-Sydney,
and Edward Harvey
of Kenyon
count votes.



Some Laughed

Hat to camera,
Retiring Senator
Dorothy Kenyon
has said
something witty
to Senators
Edward C. Kirkland
and
Eugene P. Chase.



Some Loafed

Helaine Newstead
and
E. Adelaide Hahn,
both of Hunter,
join
Robert A. Caldwell
of North Dakota in
the student center
lounge.



**And Some
Watched the Others**

Lena L. Mandell
of Wheaton
and
Edward D. Seeber
of Indiana
seem entertained
by the
goings on.



WE LIVE in a technological civilization. Our very lives may well depend on discoveries and technical advances of the most recondite sort, demanding high native ability, and prolonged and rigorous training. Ours is a period of increasing wealth and leisure, yet our desires for more material goods outrun our growing incomes, and our greater freedom does not bring the expected satisfactions.

How can a college of liberal arts help to improve our over-materialistic standards of value, and teach the wise and rewarding use of leisure, and still do its share in the technical training, pre-professional or terminal, of the experts so urgently required in our times? The difficulties that confront us now, great as they are, are trifling compared to what we shall face in the next two decades, with tremendous increases in enrollment and pressures on manpower, space, and equipment in prospect.

A hundred years ago, "polite learning," as it was called, was a prerogative of a leisured class—an aristocracy of birth or wealth—and of the older professions, the ministry, law, and teaching. Technical education was for artisans or engineers, or for those who showed promise as skilled performers in the graphic arts or music.

At present the situation is not quite so simple. To be sure, we have trade schools, engineering schools, institutes of technology in many special fields, and graduate and professional schools. But the college of liberal arts, since the ingression of the natural sciences and their extraordinary development, has shown a marked tendency to become technical too, not only in the sciences, but in the humanities as well. So it is no longer possible to regard a college of arts and sciences as a segregated area devoted to "polite learning." Too many people are thronging into it, with natural and commendable vocational aims. The professions have become multitudinous and increasingly specialized.

Should, then, the college of liberal arts become more technical, in response to the demand for more highly trained experts in a variety of fields? Or should it attempt to eliminate any vocational involvement, increase the emphasis on the humanities, and become more like the college of a hundred years ago? Or is

there a possibility of striking a balance, and how can it be done?

I know of no more enlightening statement of the problem than the one in the last chapter of Alfred North Whitehead's great book, *Science and the Modern World*. The method of training professionals, says Whitehead, is a modern discovery, and our civilization demands more and more such people, insisting on an even higher degree of specialization as time goes on. Education of this type produces minds in a groove. "Each profession makes progress, but its progress is in its own groove." The rate of social change in our times, however, "is such that an individual human being, of ordinary length of life, will be called upon to face novel situations which find no parallel in his past. The fixed person for the fixed duties, who in older societies was such a godsend, in the future will be a public danger." Yet modern professionalism in knowledge works precisely to produce such a person, so far as the intellectual sphere is concerned.

"The dangers arising from this aspect of professionalism are great, particularly in our democratic societies. The directive force of reason is weakened. The leading intellects lack balance. They see this set of circumstances, or that set; but not both sets together. . . . It is not necessary . . . to maintain that our directive wisdom, either as individuals or communities, is less now than in the past; perhaps it has slightly improved. But the novel pace of progress requires a greater force of direction if disasters are to be avoided. The point is that the discoveries of the nineteenth century were in the direction of professionalism, so that we are left with no expansion of wisdom and with greater need of it.

"Wisdom is the fruit of a balanced development. It is this balanced growth of individuality which it should be the aim of education to secure. The most useful discoveries for the immediate future would concern the furtherance of this aim without detriment to the necessary intellectual professionalism."

The result, then, of professionalism is the production of the fixed person, with his mind in a groove, a public danger in these times of rapid change. The leading intellects lack the wisdom that is the fruit of a balanced development.

The difficulty Whitehead has described is of course a special case of a common blunder: the unjustified over-extension of the results of the *method of abstraction*. By this method, I mean the

artificial simplification of a problem that is too complicated to be tackled as a whole. It is almost always possible to make some headway by concentrating on a relatively simple aspect or part, and leaving out the rest—temporarily, we may say at first. Thus in elementary physics courses, the student will solve problems in simple machines neglecting friction, or in falling bodies or the flight of projectiles neglecting air-resistance, and his results will be interesting and illuminating, as far as they go. But an engineer or artillery expert who did not take friction or air-resistance into account would soon find his machines breaking down, and his missiles falling short.

In less obvious cases, however, it is far too easy, after real progress has been made on the artificially simplified or abstracted problem, to forget the totality from which it has been abstracted. It is thus that we may account for the clamorous voices, each insisting that "my method is the productive one—the rest of you are just wasting your time"; the professor of something-or-other who "does not see how a student can be permitted to finish college without at least one course in his subject"; the scientist who declares that we can make no progress with social and political problems till we apply "scientific" methods to them; the humanist who asserts that his field has a monopoly on "values"; and in general the partisanship and pugnacity, the competitiveness and aggressiveness that so many of us display in connection with our special interests and enthusiasms—or at any rate that we so frequently notice in the behavior of others. They represent unjustifiable claims for the universality of a partial solution, a blindness to the unsolved residue of the problem, a claim that the method that has been successful in special and limited circumstances is everywhere and always applicable.

This is what Whitehead means when he says that "the intolerant use of abstractions is the major vice of the intellect." Not, of course, that one can or should avoid abstraction in problem-solving. It is indeed the indispensability and

The Key Reporter

Published quarterly October, January, April, and July by the United Chapters of Phi Beta Kappa at the William Byrd Press, Richmond, Va. Editorial and executive offices, 1811 Q Street, N.W., Washington 9, D. C. Editorial opinions contained are those of the writer and not necessarily those of the United Chapters of Phi Beta Kappa.

Advertising rates upon application. Subscription, 20 cents a year, \$1.00 for five years. Second class mailing privileges authorized at Washington, D. C.

Editor: Elizabeth Frazee. Consulting Editor: Carl Billman. Editorial Committee: Melba P. Bowers, John W. Dodds, William T. Hastings, George V. Kendall, Raymer McQuiston, Kirtley F. Mather.

the astonishing success of the method that constitute the tremendous temptation to the kind of arrogant assertions I have been describing. They are one of the fruits of professionalism, and the trees that bear them grow in the gardens of humanists and scientists alike.

A particularly mischievous instance of this sort of thing is the belief that to be respectable in any field of scholarship you must be "scientific." It is this that explains the over-emphasis, in some graduate schools, on linguistic at the expense of literary studies, because they yield to methods somewhat analogous to those of the natural sciences, while the aesthetic aspects do not. It is illustrated by a former colleague who surprised the curriculum committee by explaining that a proposed course in "public relations" would not consider such matters as the social value of advertising; it was to be entirely scientific; it would just describe the various techniques of propaganda that had been used, and stop there.

The humanities, indeed, or the social sciences, can be as productive of the mind-in-a-groove as any science. In fact, if one looks for the group of specialists most notable today for breadth of viewpoint, he will inevitably pick out the physicists. They have been blasted out of their rut by the most profound upheaval of well-established ideas ever to have occurred in so short a time—a mere half century—in any field of knowledge.

But the fruits of professionalism are not all bitter. Society needs experts, and its demands are not to be denied. Furthermore, there are two powerful motives that operate in the individual through specialism. One is the desire to be really expert in something, and the interest that is generated by the process of acquiring competence. The beginner in research, or even the writer of an undergraduate thesis, can have the feeling of a pretty complete grasp of all that is known if the subject can be sufficiently limited. When the requirements of a curriculum deny this desire, or postpone its fulfillment, it is not surprising that the student objects, or that he often thinks of his general education as something to be lived through till he can devote himself to the subject he really wants to study.

The second motive is the vocational one, the desire to equip oneself to earn a living, and we may hope, to be of use in the world in the process—at any rate, to row one's own weight in the boat. No one can deny that this is a reasonable and commendable aim. The traditionalist should not be allowed to forget that the early universities were explicitly vocational in purpose. Harvard College, for instance, was founded in order that the young colony should not be deprived of an educated ministry.

How much of a case can be made for excluding professionalism entirely from the college of arts and sciences and confining it to the graduate schools and the technical institutes? That, I think, is not in the realm of possibilities. Even if the demands of society for the expert could be ignored—if we could dispense with the incentives that special studies in line with his interests provide for the student—we teachers ourselves lack the balanced development that gives wisdom. We are professionals too, each in his mental groove. Quite possibly I may be sincerely convinced that my groove is liberal and yours is technical. Liberal and technical are not adjectives of this or that field, however; I believe rather that they describe points of view and methods of attack that can be observed in individuals in every speciality.

The college of liberal arts today is confronted with the duty of turning out liberally-educated professionals. Is it too much to demand that those who teach there should themselves exemplify the ideal of the liberally educated man? In spite of the pressure for research, and the absorption that the specialist feels in his own domain, he has an inescapable duty to continue his own education in other fields, and so to acquire a sympathetic understanding of the viewpoints and enthusiasms of his colleagues. Progress in this direction might alleviate some of the more discreditable features of academic life: interdepartmental antagonisms, the malignant proliferation of courses, and the resistance of students to liberalizing advice.

The necessities of the times, in forcing an overhauling of traditional methods, afford the colleges an opportunity to liberalize their courses of study. In my opinion, this will not be done by adjusting the proportions of sciences to humanities, or of required to elective work. The variety of existing curricula, and the constant tinkering that goes on, indicate that there is no one best scheme. Indeed, the ways in which the liberal spirit can be transmitted are numberless. In the changes now being made, I hope we shall pay less attention than in the past to the accumulation of bare facts, or "inert ideas," as Whitehead calls them, and work with more determination to give our students the ability to outgrow teachers and courses and learn for themselves. To help them to see the complex inter-relationships between the fields of knowledge is one of the most difficult but most important parts of teaching, for this leads to wisdom.

Whitehead has proposed a different antidote to the evils of professionalism. He would not diminish, but even increase specialization, but with it should be acquired what he calls aesthetic apprehension, a realization of the beauty

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THE ACADEMIC MARKETPLACE

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its morale, its machinations*

By THEODORE CAPLOW and
REECE J. MCGEE

Foreword by JACQUES BARZUN

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With unusual scholarship and wit, the authors of this new book apply the insights and techniques of modern sociology in a penetrating analysis of the structure of the contemporary American university. They reveal the effects of college personnel practices on the structure, spirit and goals of higher education as a whole. **\$4.95**

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of the actual, operating in its environment. It means the ability not only to see that a sunset is beautiful, but that a factory, with its multifarious relations to its employees, its stockholders, and all those who buy from it or sell to it, has beauty too.

Once on a spring day years ago I happened to be looking at a tree, and suddenly I had a vision of what was going on inside—the complexity of its tissues, the division and growth of cells, the activity of roots and leaves. It was as though it had become transparent, with nothing too minute to be clearly seen, and all its interactions with air and soil and sunlight clearly evident. Perhaps it is some such apprehension of the beauty and complexity of the world, not as a unique experience but as a usual state of mind, that Whitehead is describing.

If, then, we are to make our colleges of liberal arts more truly liberal, it will not be because they are less professionalized than now, but because we have learned how to illuminate specialized training with the liberal spirit.

(Quotations from *Science and the Modern World*, by Alfred North Whitehead, copyright 1925, are used with the permission of the Macmillan Company.)

The Book Committee Recommends . . .

Humanities	Guy A. Cardwell, John Cournos, (Philosophy, Literature, Fine Arts) Albert L. Guérard, George N. Shuster
Social Sciences	Robert C. Angell, Frederick B. Artz, Robert K. Carr, (History, Economics, Government, Sociology, Education) Lawrence A. Cremin, Louis C. Hunter, Norman J. Padelford, C. Vann Woodward
Natural Sciences	Kirtley F. Mather

Robert C. Angell

HUMAN RESOURCES: *The Wealth of a Nation.* By Eli Ginzberg. Simon and Schuster. \$3.75.

Summarizes the findings of the Conservation of Human Resources Project carried on since 1950 at Columbia. Shows where wastage occurs and how it might be prevented. The chapter "The New World of Work" is insightful and suggestive of new perspectives.

FROM APE TO ANGEL: *An Informal History of Social Anthropology.* By H. R. Hays. Knopf. \$7.50.

Despite errors of detail, this popular volume by a novelist will enlighten the lay public. The author is more successful in making the anthropologists live than in conveying the essentials of their theories. Well illustrated.

THE BLACKFEET: *Raiders on the Northwestern Plains.* By John C. Ewers. Oklahoma. \$5.75.

A well-written anthropological account of the way of life and vicissitudes of the Blackfeet Indians through two centuries.

VILLAGE LIFE IN NORTHERN INDIA. By Oscar Lewis. Illinois. \$7.50.

THE HEART OF INDIA. By Alexander Campbell. Knopf. \$5.

INDIA CHANGES! By Taya Zinkin. Oxford. \$5.

Three completely unlike studies. The first is a scholarly monograph by a distinguished American anthropologist, giving the results of field work in a village near Delhi. Thoroughly interpreted, and beautifully printed. The second recounts experiences in India of the former head of the *Time-Life* bureau there. Material seemingly selected with an eye to puncturing any notions that India is idealistic or that it can teach the West anything. The third, written by a correspondent of *The Manchester Guardian*, is the most rewarding for the general reader. She discusses all aspects of contemporary life in India with knowledge, objectivity, and human concern.

THE UNSILENT GENERATION: *An Anonymous Symposium in which Eleven College Seniors Look at Themselves and Their World.* Edited by Otto Butz. Rinehart. \$2.95.

Valuable revelation of how leaders of tomorrow look at life. Readers may feel that an Ivy League intellectual hot-house produces encouraging literacy, and surprising variety of human types, among which are some sociological sports.

SOCIAL CLASS AND MENTAL ILLNESS. *A Community Study.* By August B. Hollingshead and Fredrick C. Redlich. Wiley. \$7.50.

A definitive but readable study of an important problem. Its conclusions are that the lower class has more mental illness, that different classes suffer different kinds of disorder, and that there are great differences in treatment by class even after allowance is made for differences in expenditure. It is suggested that a new profession is needed to minister to the lower classes.

Albert L. Guérard

FROM THE N R F. By Justin O'Brien. Farrar, Straus. \$5.

Forty-five essays, not hitherto published in English, selected by excellent judge of contemporary French literature, from that gold mine (for us and for Gallimard), the *NRF* (*Nouvelle Revue Française*). Names such as Gide (kingpin), Valéry, Breton, Larbaud, Mauriac, Claudel, Alain, Romain, Bergson, Maritain, Montherlant, Benda. Proof of French vitality in first half of twentieth century. A liberal education.

MEN AND EVENTS. By H. R. Trevor-Roper. Harper. \$4.50.

The Boy Wonder in Modern History. Special field: seventeenth-century England, particularly ecclesiastical. Interests extend from Homer to Hitler, and all things knowable. Searching, brilliant without condescension. Mostly brief essays-reviews. Longest and best: "Desiderius Erasmus," a vindication of the true Renaissance-Reformation spirit against bigots; and "Arnold Toynbee's Millennium," a vindictive but much-needed challenge. Not to be missed.

ONE LANGUAGE FOR THE WORLD, AND HOW TO ACHIEVE IT. By Mario Pei. Devin-Adair. \$5.

International language problem long pooh-poohed by the practical and the scholarly as "crackpot schemes." As though Latin, French, English were not to a large extent artificial and international. Deeply thankful

that linguist of Pei's stature should treat the subject with fullness and sympathy. Indispensable to implement UNESCO resolution at Montevideo, recommending study of a workable, neutral, auxiliary language.

THE PRESENT AGE IN BRITISH LITERATURE. By David Daiches. Indiana. \$5.

Interaction of British and American literatures. We gave them James and T. S. Eliot. They gave us Auden, Muir, and lent us Daiches himself. One half bibliography, very useful. Poetry very fully treated. Critical and General Prose adequate (reaction against Race-Environment-Time criticism; new criticism *intrinsic*, anti-historical, anti-biographical). Fiction and drama: somewhat skimpy. Thoughtful and well worded. The work of a man at ease in four worlds: creative, academic, British, and American.

NAPOLÉON III AND THE REBUILDING OF PARIS. By David H. Pinkney. Princeton. \$6.

Replanning an ancient city: a tremendous feat. Many blunders, but task nobly done. New face-lifting needed for Paris: catch the Haussmann spirit, do not ape his methods. Emphasizes the technical rather than the artistic. Recognizes Napoleon III as the moving spirit, Haussmann as the ruthless instrument; yet still cherishes anti-Bonapartist prejudices, abandoned by all French historians for half a century. Of high value to city planners and social historians.


THE THEATRE OF MARIVAUX. By Kenneth N. McKee. New York University. \$5.

Once voted obsolete (*marivaudage*: sophisticated sentimental trifling), today more alive and modern than ever. French of the French, with roots not in Molière but in Italian comedy. Peer of Racine in feminine psychology; kin of Shakespeare in poetic fantasy; forerunner of Diderot and Beaumarchais (and Shaw) in social drama. Careful analysis of all his extant plays. Not for general public, but most welcome to earnest students. A general study of M. as essayist, novelist, dramatist much needed. Larroumet *redivivus*?

George N. Shuster

This time, in noting books about religion and philosophy, we shall not be concerned with highly technical essays which may (or may not) carry the stern quest for truth a step further, but with thoughtful writing that everyone can read with some pleasure. **THE SPIRIT OF MAN** is an anthology made by a veteran collector, *Whit Burnett* (*Hawthorn Books*, \$5). It opens with Thomas Wolfe's poignant "God's Lonely Man," and continues with arresting reflections by men as diverse as William James, Albert Schweitzer, and Gabriel Marcel. Surely no more readable or stimulating book about logic has appeared in a long while than **THE USES OF ARGUMENT**, by *Stephen Toulmin*, professor in Leeds University, England (*Cambridge*, \$4.50). It suggests that discussion will move along far more profitably if the word "evidence" is defined by a good lawyer rather than by a mathematician. Many, indeed, have written about Plato, but anyone taking up the study of this philosopher for the first time (or the

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second and third, for that matter) will find reputable guidance in *THEREPEIA: PLATO'S CONCEPTION OF PHILOSOPHY*, by Robert E. Cushman (North Carolina, \$6). Though firmly in the Paul Elmer More tradition, it is quite fresh and not distractingly polemical. A. H. Johnson has prepared a thoughtful, not too abstruse introduction to *Whitehead's PHILOSOPHY OF CIVILIZATION* (Beacon, \$5). *THE CATHOLIC VIEWPOINT ON CENSORSHIP*, by Harold C. Gardiner, S. J., is currently being used as discussion material by students of this vexing problem (Hanover House, \$2.95). As rewarding a religious essay as these days provide is *HAPPINESS AND CONTEMPLATION*, by the German philosopher, Josef Pieper (Pantheon, \$2.75).

Lawrence A. Cremin

SEPARATE AND UNEQUAL. By Louis R. Harlan. North Carolina. \$6.

A fascinating account of the educational renaissance in four Southern seaboard states between 1901 and 1915. Taking as his *leit-motif* the encounter of Northern philanthropy and Southern racism, Mr. Harlan cuts through the veneer of educational rhetoric to the hard facts of what actually happened. His work is a model of recent critical scholarship in the history of American education.

CULTURE UNDER CANVAS. By Harry P. Harrison, as told to Karl Detzer. Hastings House. \$6.50.

A delightful reminiscence by one who was associated with tent Chautauqua from its beginning in 1903. Mr. Harrison's pages teem with the dedicated reformers, the brilliant preachers, and the colorful entertainers who brought culture to a generation of pre-electronic Americans.

TV AND OUR SCHOOL CRISIS. By Charles A. Siepman. Dodd, Mead. \$3.50.

An earnest plea for the use of television in meeting the current crisis of numbers and quality in our schools. The author, long a student of mass communication, recounts several key experiments which indicate that when it comes to conveying information and skills, the TV instructor generally equals and frequently surpasses the ordinary classroom teacher. While Mr. Siepman would be the first to grant that more research is needed, he sees vast possibilities in the widespread introduction of TV as a teaching aid.

THE REVOLUTION IN EDUCATION. By Mortimer J. Adler and Milton Mayer. Chicago. \$3.75.

A thoughtful—if somewhat formalistic—effort to state the “irreducible oppositions” of contemporary debate concerning the goals of American education.

SCHOOLS WITHOUT SCHOLARS. By John Keats. Houghton Mifflin. \$3.

A journalistic analysis of the current conflict over what the schools ought to teach. While more than a few caricatures find their way into Mr. Keats's text, he does manage to convey the spirit of competing pedagogical doctrines. His plea is for the schools to slough off responsibilities better undertaken by other community agencies.

C. Vann Woodward

CLARENCE KING, A BIOGRAPHY. By Thurman Wilkins. Macmillan. \$7.50.

No one of normal curiosity can have helped wondering occasionally at the extravagant enthusiasm and praise that the geologist Clarence King evoked from his contemporary intellectuals. Men of the stature of Henry Adams and John Hay lavished adoration upon King as upon no other of their contemporaries. It is evident that the author of this biography shares their estimate of King. His book makes the admiration King commanded partially, but only partially, understandable. It is nevertheless a rich contribution to the intellectual history of the Gilded Age.

THE ERA OF THEODORE ROOSEVELT, 1900-1912. By George E. Mowry. Harper. \$5.

Recent advances in the scholarship and interpretation of the progressive period justify a fresh synthesis of findings and points of view. Professor Mowry, who has

Address Changes

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contributed significantly to these findings himself, is admirably qualified for the undertaking. His book not only organizes and presents recent scholarship with intelligence and discrimination, but contributes insights of value to the understanding of the central figures of the period, Presidents Roosevelt and Taft.

THE JEFFERSONIAN REPUBLICANS: The Formation of Party Organization, 1789-1801. By Noble E. Cunningham, Jr. North Carolina. \$6.

Avoiding the usual approach to the problem as a clash between ideas, Jeffersonian and Hamiltonian, Mr. Cunningham gives a strictly empirical, mainly chronological, and sturdily circumstantial account of the immediate origins of a political party and the means by which it gained national ascendancy in 1801. The book has the virtues of clarity, thoroughness, and sober good sense.

THE PURITAN DILEMMA: The Story of John Winthrop. By Edmund S. Morgan. Little, Brown. \$3.50.

A sympathetic portrait done with warmth and imagination, this biography of Winthrop is also an essay on the nature of Puritanism, Puritan character, and Puritan New England. Departing from commonly accepted interpretations in certain respects, Professor Morgan takes a fresh look at some old problems and comes up with some new answers. Both the layman and the historian will find pleasure and profit in his work.

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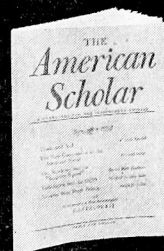
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Twenty-Fifth Council Meets (Continued from page 3)

race, and for consideration of similar denial to private institutions.

The Senate, though sympathetic to the intent of the resolution, believes that it is unwise and undesirable to impose a single automatic standard for admission on institutions seeking a chapter. It proposed to the Council the following resolution, which was approved:

"In 1955, in accordance with the traditions of Phi Beta Kappa, the Council went on record against racial discrimination in higher education and against academic barriers based on race or color.

"The Council had previously approved, in 1949, a statement regarding freedom of inquiry for faculty members and the freedom to speak the truth as they see it. Though directed at the time toward freedom of discussion on economic and political issues, that statement is equally relevant today in the discussion of equality of opportunity for quali-

fied students regardless of race or color.

"The Senate reaffirms both resolutions and instructs the Committee on Qualifications, in studying applications for a chapter of Phi Beta Kappa, to continue to give weight to their intent."

Included in the Senate's Report to the Council, although not discussed at the meeting, was a status report on the Visiting Scholar Program, which was inaugurated in the fall of 1956. In its first year, five Scholars visited twenty-nine chapters; the following year six Scholars made fifty-nine visits—a record that would not have been possible had not one of them given almost four months of his time to the program. Nearly ninety chapters have expressed interest in participating in the program in 1958-59, but it is not probable that visits can be arranged to all of them, since several of this year's Scholars will be available for

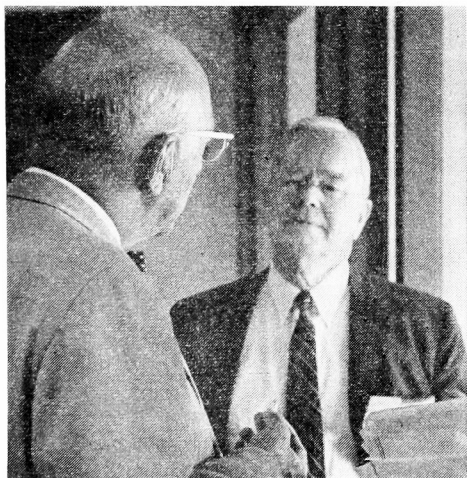


Take a dip or wait while it drips

That's the choice, and Retiring Senator Peter H. Odegard decides not to waste any time.

only limited periods of time. In any case, the chapters have been responding with increasing enthusiasm to the program; several have reported that the Scholar's visit has done more to arouse student interest in Phi Beta Kappa and what it stands for than any other single activity sponsored by the Society.

The next meeting of the Council will be held in 1961 at the University of Utah. This prospect gladdens the hearts of many 1958 delegates, who this summer would have looked forward to an excuse to retreat from the heat. New York, however, obligingly cooled off for the occasion, and apparently for the sole benefit of Phi Beta Kappa, since the mercury went back up at about the time the non-gavel came down on the proceedings. And in 1961, incidentally, two or three members of the Washington staff will undoubtedly turn up in Salt Lake City with a gavel.



Buttonholing in the Corridors

Marten ten Hoor, Senator-elect from the South Central District, and Western District Senator Thomas S. Barclay.



Sidney E. Ekblaw, Kansas City Association, and John E. Bridgers, Jr., Woman's College of the University of North Carolina.



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