

# THE Key REPORTER

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## FOUNDING NEW CHAPTERS: TODAY AND YESTERDAY

OBTAINING a charter from Phi Beta Kappa has seldom been an easy matter, unless perhaps for Harvard and Yale universities, which never even had to ask for theirs, but received them on the initiative of the parent branch at William and Mary. Dartmouth had little difficulty, but had to wait nearly a year, in 1786-87, while the Alphas of Massachusetts and Connecticut considered the propriety of establishing a branch in another state without the approval of the Alpha of Virginia. Eventually the Yale branch learned that the Virginia Alpha had suspended activity because of the war, and the two New England branches agreed that a charter could properly be granted to "certain select characters at Dartmouth College."

In 1864 Williams College obtained permission in three weeks to organize a chapter. The petitioning group dealt directly with the Alpha at Harvard, without appealing to the other Alphas. On the other hand, Williams had applied in 1799 without success, so it could be said that it took sixty-five years to establish the chapter.

For twenty years after the Alpha of New Hampshire was founded at Dartmouth, all applications for charters were denied. Rhode Island College (later Brown University) applied in 1790. A letter from the Harvard branch to the Yale branch, which had approved the petition, explains why the members were "so unhappy as to differ with our Brothers at Connecticut." A committee at Harvard had reported that "the government of Providence [Rhode Island] College . . . has been known to admit a person who was rusticated at this College to a Bachelor's Degree before the class in this College to which he belonged was graduated here." This was said by what was perhaps Phi Beta Kappa's first Committee on Qualifications.

Not even support from high places helped South Carolina College (now the University of South Carolina, where a chapter was installed in 1926) in its attempts to obtain a charter in 1818. That

application, signed by five students and accompanied by letters from the president of the college and from a member of the Yale Alpha named Abraham Nott, was sent to Secretary of War John C. Calhoun for endorsement. Calhoun wrote to John Quincy Adams, who was then Secretary of State:

"I do myself the honor to transmit to you the application of a number of respectable young gentlemen of the College of South Carolina, to obtain a branch of the Phi Beta Kappa Society in that Institution. In becoming the medium of their application, I cheerfully bear testimony, at their request, to the respectability and flourishing condition of the Institution of which they are members. The College of South Carolina is among the most liberally endowed in the United States; and is now, so far as my information extends, decidedly the most flourishing in the Southern and Western section of our Country."

Adams, who was a member of the Harvard chapter, sent

*Procedures for  
founding new chapters  
have come a long way  
since the branches at  
Harvard and Yale,  
after a fairly brief  
exchange of views,  
granted the petition  
of some Dartmouth students  
in 1787.  
Intensive investigation  
by the  
Committee on Qualifications  
and deliberation by  
the Senate and the Council  
preceded the granting  
of this charter to  
the Phi Beta Kappa  
faculty group at  
Kalamazoo College  
in 1958.*

the application and the other three letters along to Samuel Gilman, secretary of the Massachusetts Alpha, with this message:

"The letters and papers herewith enclosed, have been delivered to me by Mr. Calhoun, the Secretary of War, who is a graduate of Yale College, and a member of the Society. The characters of the persons by whom the application from the students at the College of South Carolina, for the establishment of a Branch of the Society there, is recommended are of the highest respectability; and I beg leave in requesting you to submit these papers to the early consideration of the Society to add my recommendation, that this bond of social and literary fraternity, may according to the request of the Committee of the Students at that Institution, be extended to them."

Gilman, in forwarding notice of the petition to Yale and Dartmouth, mentioned neither Nott nor Calhoun by





*We the Undesignated members of the Senior Class in Amherst College desirous of establishing in this Institution a chapter of the PBK Society, would respectfully petition the Alpha of Rhode Island at Brown University for a grant of all the powers and privileges of such a body—*

#### 1847: A Direct, Simple Approach—and an Important Omission

*Signed by six students at Amherst College, this petition was promptly granted by all the existing Alphas. Since the petition did not specifically request a charter, however, the Beta of Massachusetts chapter*

*was not organized until six years after the petition had been approved. The chapter at Brown assumed that the Harvard branch, as the Alpha with jurisdiction over Amherst, would draw up and transmit a charter.*

name, though they were both members of the Connecticut Alpha. At Dartmouth the members "Resolved, that this Society is not in possession of such information as would justify them at the present time in granting the prayer of the petitioners." At Yale a committee was appointed, but its report has not been preserved, and no record exists of Harvard's action. In any case, the charter was not granted.

#### Chartering Gains Momentum

Union College, on the other hand, after a rebuff in 1803, re-applied ten years later. The application was acted on favorably and speedily at both Dartmouth and Harvard. Yale took its time, but three years later a committee reported favorably on the petition, and in July of 1817 the Alpha of New York held its organization meeting.

Expansion of Phi Beta Kappa moved slightly more rapidly after that. The Alpha of Maine at Bowdoin was established in 1825, but only after Harvard had been persuaded by the branch in New Haven to reconsider an early unfavorable decision. Brown University received a charter in 1830. Also in the

1830's, however, charters were refused Hampden-Sydney College and New York University.

The application from New York University—which was renewed and granted twenty years later—raised the question at Yale whether the rank of such a chapter would be equal to that of the other branches, since this was the first time an application had been seriously considered from a college in a state where a branch already existed. Although the charters from William and Mary specifically invested the two oldest northern branches with the privilege of establishing other branches within their states, to be junior to the Alphas, the committee that Yale appointed to consider the question ruled that the founders had not foreseen applications from institutions of equal rank, and that all existing Alphas should give their consent to a charter. The principle that succeeding branches in any state should not be considered inferior—though voting privileges were not accorded them—became the fixed policy of the Society. Curiously enough, however, the Alpha of Connecticut was the first to break the rule by granting a charter without the consent of the other

Alphas. When the Harvard branch empowered the group at Williams to organize, it was following Yale's example.

#### The Price of No Procedure

Cornell University waited thirteen years for its charter, largely because of there being no clearly recognized procedure for applications. The Harvard records show that in 1869 the chapter voted favorably on an application from Cornell. But the group at Cornell did not apply to the Alpha of New York until 1880. Although favorable action was taken promptly by the Union chapter, Cornell had not indicated which petitioner was correspondent for the group. When Union wrote Cornell, word of the Alpha's action was not passed on to the Cornell group by the petitioner who received the notice. Hence the Cornell correspondent wrote to Union:

"In June of 1880 I wrote to the President of your chapter, inquiring what action, if any, had been taken. No reply of any kind having arrived up to the end of May 1881"—the Union president had been holding the inquiry for the next annual meeting—"we decided to address ourselves in June to the Harvard Chapter which had already promised us a chapter in case Union refused."

The matter was eventually straightened out, but not before the Alpha's secretary had replied, "Harvard College had no authority whatever to found a chapter anywhere. The Constitution provides that all the Alpha chapters shall concur in the foundation of a new branch. This, however, of late years has been tacitly construed that the Alpha of each State shall have jurisdiction in this matter over its own State.

"You can see the confusion that could and would be produced if any chapter could found a branch anywhere and I hope you will not find it necessary to threaten us with Harvard again. We stand ready, whenever we are notified, to establish your chapter."

Most branches of the Society were already concerned in the 1860's about the

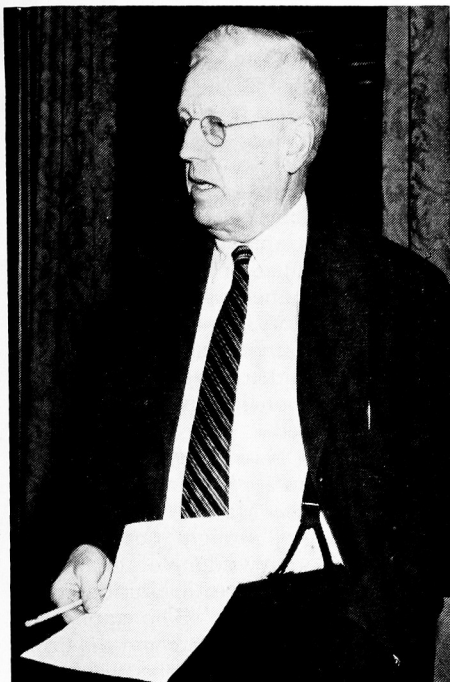


1958:

If They  
Were Laid  
End  
To End . . .

Folders  
containing  
preliminary  
statements  
from applicants  
lined up  
during  
screening





1959: Interim Report to the Senate

*Chairman Kirkland describes new policy problems facing the Committee on Qualifications.*

unwieldiness of this confederation of equals with no co-ordination, as well as by variations in standards, purposes, and methods of election. It was these factors that led to the uniting of the chapters in 1883. The new constitution provided, among other things, for a regular triennial meeting of a national council, comprised of delegates from all the chapters, to vote on charter recommendations made by the Senate. The Senate, an interim governing body, was to meet annually and consisted of twenty members elected by the Council. The number of senators has since been increased to twenty-four.

From that time until 1922, institutions seeking a charter applied to the Senate of the United Chapters, although each application had to be accompanied by five endorsements from existing chapters. The Society expanded rapidly and by 1920 had ninety-four chapters, as opposed to twenty-odd in 1883. But the requirement of five endorsements subjected the chapters to so many demands for support, and the Senate to so many applications, that a screening procedure had to be found.

IN 1922 the Senate presented to the Council a plan whereby the chapters within five geographical areas would be organized into district conferences and be responsible for recommending to the Senate, in each triennium, one or more institutions within the area most worthy of a charter. The plan was approved, though later the number of districts was increased to seven.

District screening of applications was some improvement, but had its own drawbacks. Some districts failed to act. Others could not agree on the applicants to be recommended, which encouraged all sorts of pressures within the districts. The method also encouraged district rivalry, each one pushing its own candidates at the expense of the others. Finally, the new procedure took away from the Senate all real responsibility for evaluating the claims of applying institutions.

#### Screening Committee Organized

These defects of procedure led to the establishment in 1931 of the Committee on Qualifications, to investigate and select institutions to be recommended for a charter. District organization was retained, largely to give expression to what the 1922 Council had really had in mind in creating it: to establish a convenient and workable method of ascertaining the local climate of opinion about institutions under consideration for a charter. Chapters at neighboring colleges and universities often have first-hand knowledge of educational policies at the applying institution, and they know its general standing in the community. Sometimes a chapter can furnish specific information about a strength or weakness that cannot be easily detected in the detailed report the Committee on Qualifications receives from the applicant. District comment is, in short, an added guarantee that no questions that need to be explored will be overlooked by the committee on its visits of inspection.

One of the hardest-working commit-

tees in any organization, the Committee on Qualifications works on a three-year schedule between meetings of the Council. It has six members, who served staggered six-year terms, three members retiring at the end of each triennium.

At the beginning of the triennium a leaflet describing procedures in applying for study is sent to every college or university that has expressly asked to be kept informed of the triennial schedule. The institutions wishing to apply for a charter must do so through the Phi Beta Kappa members of the faculty. The first step is submission of a preliminary questionnaire concerning educational purpose and scope, listing the academic requirements for admission and for the liberal bachelor's degree, faculty salaries, library and financial resources, scholarship aid, and so forth.

AT its first meeting of the triennium the committee screens these statements, selecting for study only those colleges or universities that appear to have a good chance of being favorably recommended after full inspection. This means that as a rule no more than a small fraction of the applicants survive the preliminary screening. It is at this point that the list of institutions selected for inspection is sent to the districts for comment.

The institutions selected for study are asked to submit a detailed report on every aspect of the institutional program, covering organization, educational results, the curriculum, the staff, the library, laboratories, honors courses and programs, financial condition, methods



1960: Discussion of the Survivors

*All applying institutions selected for study have been visited, and the Committee on Qualifications is nearly ready for the crucial decisions. From left to right: William K. Frankena, professor of philosophy, University of Michigan; L. R. Lind, professor of classics, University of Kansas; Edward C. Kirkland, chairman of the committee and professor emeritus of history, Bowdoin College; Carl Billman, secretary of the United Chapters; Leonard B. Beach, dean of the graduate school, Vanderbilt University; and Lawrence H. Chamberlain, professor of government, Columbia University. Not in picture: Nancy D. Lewis, dean of Pembroke College.*



of appraising students' work, and athletic policy. For example, under the heading "Development of Faculty," the applying group is asked to give the salary budget by departments, the salary scale, including changes in recent years and plans for the future; to describe any special opportunities for further study, individual research or other creative work; to describe the practice regarding leaves of absence, including the number of those who have had such leaves in the preceding five years, and for how long a period, with what proportion of regular salary, and how each leave of absence was used. The applicants are given almost a year in which to prepare their detailed reports.

**I**N the second year of the triennium, the committee members study these reports, and then meet to discuss the strengths and weaknesses of each institu-

tion; to decide which members will visit which college; and to identify the areas of possible weakness that the visitors should investigate particularly.

Ordinarily two members of the committee visit each applying college or university, and spend two days on the campus. When all the visitors' reports have been made, the committee meets to discuss their findings, and discuss questions that may need further exploration through correspondence with the faculty group. At the end of the second year the committee makes its final recommendations to the Senate. Complete reports on the institutions voted on favorably by the Senate are submitted to the chapters at least six months before the meeting of the Council that closes the triennium, so that they will have sufficient time to study the reports and decide how to cast their votes at the Council meeting. The final step is the favorable vote of two-

thirds of the chapters represented at the Council meeting, provided that the vote represents a majority of the chapters.

### Policy Maker *Malgré Lui*

Inevitably the Committee on Qualifications finds itself in the necessity not only of enforcing policy on the standards to be met by applying institutions, but also of formulating new policies for Senate and Council approval. For it has been in the very process of trying to evaluate the strengths and weaknesses of an institution that many of Phi Beta Kappa's traditional standards have become established.

At the Fifth National Council in 1895, for example, an application for a charter in behalf of the Massachusetts Institute of Technology "brought out a general debate as to the wisdom of giving Phi Beta Kappa charters to institutions without the A.B. degree." The application was denied by a close vote and the broad question was referred to the chapters in the form of a resolution, "That it is inexpedient to grant a chapter of Phi Beta Kappa to any institution which does not grant in regular course the degree of Bachelor of Arts." The resolution was approved, and has been established policy ever since.

**N**EW chapters are bound by the Constitution and By-Laws in effect at the time the charter is granted. Over the years, as the traditional policies and standards of the Society, followed in practice by the older chapters, have been formalized, the rules under which the newest chapters are required to operate have become increasingly demanding. And if Phi Beta Kappa's standards in founding new chapters have nearly always been high, its methods in applying them, until the Committee on Qualifications was established, were anything but uniform. An injustice may have been done to the College of South Carolina, and to the "respectable young gentlemen" who sent the petition for a chapter in 1818, when no action was taken simply because the members at Dartmouth felt that they knew too little about the college; but it would have had a far tougher time surviving the intensive study undergone by Kalamazoo College before it was chartered by the Council of 1958.

## What Phi Beta Kappa Looks For

The criteria used by the Committee on Qualifications in its evaluations are described in part as follows in a leaflet that is sent to interested institutions on request:

"The Society requires that member institutions shall emphasize curricula definitely liberal in character and purpose and shall afford adequate instruction in the fields of the humane sciences and letters.

"Because of the great difference among institutions and even among the various aspects of an institution, such as the number and kind of books in the library, the nature of the teaching and the publications of the faculty, the character of the students, the careers of the graduates, and the general attitude toward scholarship, no absolute standards can be formulated. The Society is above all interested in the development of liberally educated men and women. In measuring the success with which institutions work toward this goal, the committee evaluates each institution individually.

"Each institution is expected to produce both qualitative and quantitative evidence that it has a promising student body, a scholarly faculty, a library and other educational facilities sufficient for the course offerings, an adequate and dependable income, and most significant of all, an educational program that is liberal in emphasis and objectives.

"Phi Beta Kappa holds that a liberal education is not primarily vocational. A liberal education seeks to develop men in the fullest sense of the word—intellectually, aesthetically, ethically,

socially. It is true that often a liberal education may have a definite market value and that many things which a man studies in a college of liberal arts may be in a sense vocational. Pre-professional education may be liberal both in content and manner and at the same time eventually vocational in purpose. It is true also that vocational programs sometimes contain liberal content. Nevertheless, the main lines of cleavage, can, in practice, be seen. It is not difficult to recognize a liberally educated man or woman, or to distinguish between broad cultivation and technical competence.

"The greater part of an undergraduate's time, if he is getting a liberal education, will be devoted to subjects which reveal man in his relations to the world around him, subjects which necessarily bring into view problems of taste and feeling, of individual and group responsibility, of the meaning of life as a whole. Some of the student's time will be spent in learning the methods by which men reason. It may be assumed that courses in literature, languages, philosophy, religion, the fine arts, history, the social sciences, mathematics, and the natural sciences, if properly taught, will fall within these areas."

The leaflet goes on to discuss the question of athletic policy. For Phi Beta Kappa, the dominating concern is the effect of athletic policy on the educational goals of the institution: whether or not athletics distort the educational process, distract from it, or contribute to an undervaluation of scholarly performance by students.



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# READING

## Recommended by the Book Committee

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

### Norman J. Padelford

*The Communist Party of the Soviet Union.* By Leonard Shapiro. Random House. \$7.50.

*A Concise History of the Communist Party of the Soviet Union.* By John S. Reshetar, Jr. Praeger. \$6.

*The Soviet Dictatorship.* By Herbert McClosky and John E. Turner. McGraw-Hill. \$7.95.

*The Soviet Bloc: Unity and Conflict.* By Zbigniew K. Brezezinski. Harvard. \$7.75.

Keeping his sights trained on the larger issues, Shapiro has produced a *magnum opus* on the evolution of the Communist party. Although popular expression now has more scope than formerly, internal evidence suggests continuing popular indifference and no change in party determination to brook no competition in forcing its will upon the masses. Reshetar, in briefer compass, doubts if the ruling elite have answers other than crude materialism and police rule for the emergent consequences of industrialization. McClosky and Turner see little prospect of any serious alterations in the bases of power occurring voluntarily or otherwise. In a pioneering work Brezezinski, on the other hand, believes that repeated compression to maintain institutional and ideological uniformity within the Soviet bloc will eventually weaken the system to the point it may go the way of other imperialist systems. And he believes national diversities hold threats of ideological erosion.

*From Empire to Nation: The Rise to Self-Assertion of Asian and African Peoples.* By Rupert Emerson. Harvard. \$7.75.

In a book rich in insights, the characteristics of the New Nationalism are examined against a broad background. With a ferment of change virtually the one constant factor, the lack of cohesive national cultures, erosion of stability, and the absence of firmly ingrained principles of constitutional democracy pose herculean tasks in social construction. The reluctance of the new nations to sublimate national interests to a common good is disquieting for the future.

*The Blowing Up of the Parthenon: Or How To Lose the Cold War.* By Salvador de Madariaga. Praeger. \$2.95.

*An Approach To Sanity: A Study of East-West Relations.* By Field Marshall Viscount Montgomery. World. \$2.75.

Madariaga makes a dynamic appeal to liberals to awaken to the magnitude of the Communist world threat and sees no gain in seeking broad agreements that will be turned against the West as quickly as they are concluded. Montgomery calls on the contrary for more summit diplomacy. The Paris debacle fortifies Madariaga's case.

*Between War and Peace: The Potsdam Conference.* By Herbert Feis. Princeton. \$6.50.

Crucial history is reconstructed from many sources and written in a masterful style. This is a distinguished sequel to Feis' *Churchill, Roosevelt and Stalin*. It adds impressively to the overall picture of wartime diplomacy and will be of interest to the general reader as well as to specialists.

*Deterrent or Defense: A Fresh Look at the West's Military Position.* By B. H. Liddel Hart. Praeger. \$4.95.

*NATO and American Security.* Edited by Klaus Knorr. Princeton. \$6.

*NATO in the 1960's: The Implications of Interdependence.* By Alastair Buchan. Praeger. \$3.

*The Strategy of Conflict.* By Thomas C. Schelling. Harvard. \$6.25.

*The Weapon on the Wall: Rethinking Psychological Warfare.* By Murray Dyer. Johns Hopkins. \$6.

*Science and Technology in Contemporary War.* By Major General G. I. Pokrovsky. Translated and annotated by Raymond Garthoff. Praeger. \$4.50.

Searching for a replacement of the fading deterrent of nuclear weapons, Captain Hart believes strong ground forces offer the best safeguard. He is skeptical of disarmament agreements with weapons development proceeding so rapidly. In Professor Knorr's volume twelve experts provide a sobering review of the problems facing NATO as Soviet striking power outstrips the United States. They conclude that a more centralized alliance is needed. This is complemented by a British plea prepared by Buchan for a larger political goal for NATO. Schelling has fashioned a useful tool for strategic thinking in an essay on the application of game theory to the strategies of international relationships, while Dyer has attempted to apply a scholarly approach to an essentially unscholarly activity. In the final volume a Soviet physicist discusses the uses of rockets, satellites, and other weapons, giving some clues to Soviet thinking.

*The Fifth French Republic.* By Dorothy Pickles. Praeger. \$1.65.

In a searching evaluation of De Gaulle's political system a British authority sees little progress in long-run correction of old weaknesses. Beyond De Gaulle the political future is heavily clouded.

*Germany Rejoins the Powers.* By Karl W. Deutsch and Lewis J. Edinger. Stanford. \$6.50.

German thinking is inventoried by the use of modern social science techniques. A contribution to general understanding and to the improvement of methodology.

### Also Recommended:

*Nasser's New Egypt.* By Keith Wheelock. Praeger. \$6.

*Political Realism and the Crisis of World Politics: An American Approach to Foreign Policy.* By Kenneth W. Thompson. Princeton. \$5.

*Christian Ethics and the Dilemmas of Foreign Policy.* By Kenneth W. Thompson. Duke. \$3.50.

*Bloc Politics in the United Nations.* By Thomas Hovet, Jr. Harvard. \$6.50.

### Ralph W. Gerard

*The Forest and the Sea.* By Marston Bates. Random House. \$3.95.

Starting with the insight that the forest, like the sea, is a three-dimensional habitat with well-stratified ecologic layers, Bates describes various life communities and examines animal and human behaviors. Ecology and some ethology humanely told, with odd facts and sharp insights.

*Fallout: A Study of Superbombs, Strontium 90 and Survival.* Edited by John M. Fowler. Basic. \$5.50.

A well-integrated, well-presented set of chapters offering a primer on the meaning of the nuclear bomb for mankind, including future dose expectations and the associated biological consequences. The grim figures on the outcome of a full nuclear war suggest the wisdom of real spending for peace.

*Americans View Their Mental Health.* By G. Guren, J. Veroff, and S. Field. Basic. \$7.50.

A survey, by interviews of nearly 2500 "normal" Americans over twenty-one, of internal attitudes toward happiness, worry, nervous breakdown, and assistance in such matters. Happiness and worry are not antithetical; both decrease with the apathy of age or poverty. Most concern is at the personal level, over money, home, or job. World problems, even a nuclear war, are of little moment except to the educated—who perhaps read books like *Fallout*.

*The Western Mind in Transition.* By Franz Alexander. Random House. \$5.

*Science and Liberal Education.* By Bentley Glass. Louisiana State. \$3.

Both authors bring their wide and assimilated experiences to bear on the current scene. Alexander writes a "history in vivo." With psychoanalysis running through the whole, he contrasts the stable individualistic philosophic values of late nineteenth-century Europe with the shifting collective utilitarian ones characteristic of present-day America. In science, art and literature, and

### THE KEY REPORTER

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personality especially, he explores the manifestations of such other-directedness. Glass examines the rise of scientific power, exemplified in genetics; the implications of this for education, especially the need for freedom; and the problem of values in biology, including the meaning of mind, and some wise thoughts on prey and predators and the ecological "web of life."

*Dimensions of Mind.* Edited by Sidney Hook. New York University. \$5.

A collection of essays concerned with the mind-body problem, the relation of brain to machine, and the nature of concept formation. Several—one by Michael Scriven on "The Compleat Robot" pleased me especially—explore widely the philosophic and psychological aspects of these problems. Many authors refer to the findings of neurophysiology, but this crucial area is unfortunately not otherwise represented.

### C. Vann Woodward

*The Jefferson Image in the American Mind.*

By Merrill D. Peterson. Oxford. \$8.50.

It was a happy inspiration of Mr. Peterson's to trace the history of the Jefferson image from the time of the Virginian's death to the present, for the American search for a satisfactory image of the philosopher-statesman reflected the nation's search for its own identity. The Jefferson image assumed as many shapes and guises as the American mind took on moods and impulses through the years. The "mantle of Jefferson" was freely assumed by radicals and conservatives, Jacksonians and Calhounians, democrats and aristocrats, slave owners and abolitionists, Liberty Leaguers and New Dealers, isolationists and imperialists. This is a work of penetrating and imaginative scholarship.

*The Diary of Gideon Welles.* Edited with an Introduction by Howard K. Beale, with the assistance of Alan W. Brownsword. Three volumes. Illus. Norton. \$28.50.

This famous diary is one of the most valuable in American history and an indispensable source for the study of the Civil War and Reconstruction. Welles was Secretary of the Navy under both Lincoln and Johnson. He was an astute judge of men, a well-informed observer, cool-tempered, fair-minded, and unusually candid, and he was not inhibited by an intention to publish what he wrote. His son Edgar claimed that the edition of the diary he published in 1910 had "been in no way mutilated or revised." It has been known for some time that this was not the case, but Professor Beale's introduction to the present edition makes it clear that there were actually thousands of mutilations, revisions, omissions, and additions in the 1910 edition. Many were made by Welles himself, many by his son, and others by editorial advisers, and the changes often made substantial and important changes in the diarist's original appraisal of men and events. The purpose of the new edition is "to restore the text to its original form so that both the historian and the reader interested in the Civil War and Reconstruction can have the diary as Welles wrote it while the events he described were happening." Deletions have been reinstated and passages later added indicated for what they are, all with meticulous scholarship. The

volumes are beautifully printed, amply illustrated, and handsomely bound. They are an invaluable contribution to American history and a fitting monument to the fine scholarship of Howard Beale, who died last year without fulfilling his hope of writing a general history of the Reconstruction period.

### Robert B. Heilman

*The Diary of Benjamin Haydon.* Edited by Willard Bissell Pope. Two volumes. Harvard. \$20.

The first complete edition (two or three more volumes due) of the painter's diary. Haydon knew many artists and public figures and nearly all the Romantic poets and prose-writers. Sometimes tedious and long-winded in art criticism and prayers for success, Haydon often has a Boswellian vitality; he is independent, can be epigrammatic, and is frequently penetrating in comments on personalities.

*The Masterpiece and the Man: Yeats as I Knew Him.* By Monk Gibbon. Macmillan. \$4.50.

A memoir by a man who knew Yeats, revered him, annoyed him, and quarreled with him, and who writes with mingled factuality, bitterness, and self-correction.

*D. H. Lawrence: The Failure and the Triumph of Art.* By Eliseo Vivas. Northwestern. \$4.75.

An important addition to Lawrence criticism. Vivas distinguishes the artist and the reformer, the successful art and the faulty art, the valid and the questionable elements in the thought.

*God, Man, and Satan.* By Roland Mushat Frye. Princeton. \$3.75.

Using the formulations of many theologians, but particularly those of the modern theological revival, Frye perceptively re-examines *Paradise Lost* and *Pilgrim's Progress* and shows how they dramatize universal problems of good and evil.

*The Power of Satire: Magic, Ritual and Art.* By Robert C. Elliott. Princeton. \$6.

A very interesting study of satire in its relation to magic. Elliott carefully distinguishes magic and literary art, but notes, in attitudes to satire and satirists, the odd persistence of pre-rational ambiguities.

*The Meaning of Fiction.* By Albert Cook. Wayne State. \$5.

*The Outlaws on Parnassus.* By Margaret Kennedy. Viking. \$3.

Respectively, *Il Penseroso* and *L'Allegro* of fiction criticism. Both go by topics and illustrate copiously and internationally. Cook

### 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. his 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.





has the more elaborate theoretical apparatus, with appearance and reality as his core; he can be lucid and epigrammatic, or slip into the heavy and involved. Miss Kennedy looks at fictional method as an insider, and is always perceptive and sprightly.

*The Symbolic Rose.* By Barbara Seward. Columbia. \$5.

Traces one of the longest symbolic traditions from pre-Christian and Christian forms down to Romantic and contemporary revivals and variants.

*The Selected Letters of Charles Dickens.* Edited by F. W. Dupee. Farrar, Straus. \$4.75.

Dickens wrote so many letters that a selection is needed. This one hits the high spots of outer and inner life, revealing a moral sense "more urbane, sinuous, and experimental" than the novels suggest.

#### Also Recommended:

*The Creative Vision: Modern European Writers on Their Art.* Edited by Haskell M. Block and Herman Salinger. Evergreen. \$1.95.

*The Imagination as a Means of Grace: Locke and the Aesthetics of Romanticism.* By Ernest Lee Tuveson. California. \$5.

*Thomas Mann: Letters to Paul Amann (1915-1952).* Edited by Herbert Wegener. Translated by Richard and Clara Winston. Wesleyan. \$3.75.

#### Lawrence A. Cremin

*Schools of Tomorrow—Today.* By Arthur D. Morse. Doubleday. \$1.50.

A journalistic survey of current pedagogical experiments in the schools and colleges. A comparison with John Dewey's 1915 volume, *Schools of Tomorrow*, is instructive, both for the striking similarities and the one crucial difference: there was a guiding philosophy behind each of the 1915 experiments, the sort of intellectual underpinning that seems strangely absent from the programs Morse describes. The difference may tell us a great deal about educational reform in our own era.

*Copey of Harvard.* By J. Donald Adams. Houghton Mifflin. \$5.

An affectionate portrait of Charles Townsend Copeland—who numbered among his students T. S. Eliot, Walter Lippmann, Robert Benchley, Van Wyck Brooks, and John Dos Passos—and of the Harvard at which he taught.

*The Junior College.* By Leland L. Medsker. McGraw-Hill. \$6.50.

A hard-headed estimate of achievements and prospects based on data from seventy-six institutions in fifteen representative states. The comparisons of "terminal" students with those who subsequently transfer to four-year colleges are noteworthy.

*The Changing Soviet School.* Edited by George Z. F. Bereday, William W. Brickman, and Gerald Read. Houghton Mifflin. \$3.50.

An illuminating survey of Soviet education on the eve of the celebrated "Khrushchev reform" of December, 1958, based on first-hand observation by seventy members of the Comparative Education Society.

*Work and Education.* By John W. Donohue. Loyola. \$4.

An analysis of the role of technical culture in Marxian, Deweyan, and Christian humanist thought. Fr. Donohue's treatment of Dewey's pedagogy is unusually perceptive, as is his sharp attack on the current tendency to associate Dewey with a neglect of rigorous intellectual training in the schools.

#### Robert C. Angell

*What College Students Think.* By Rose K. Goldsen, Morris Rosenberg, Robin M. Williams, Jr. and Edward A. Suchman. Van Nostrand. \$5.95.

Data from eleven universities judiciously analyzed. The political apathy of the campus is confirmed. New and fascinating light is thrown on the relation of religious attitudes to other student orientations.

*The Objective Society.* By Everett Knight. Braziller. \$3.75.

An existentialist finds the objective society based on scientific rationality a snare and a delusion, and insists that thought should be purposefully related to its social context.

*The Intellectuals: A Controversial Portrait.* Edited with an Introduction and Overviews by George B. de Huszar. Free Press. \$7.50.

Sixty-six distinguished analysts from Emerson to Camus and Schopenhauer to Stalin comment on types of intellectuals and their roles. Commendable pioneering, but tantalizing as most smorgasbords.

*The Overseas Americans.* By Harlan Cleveland, Gerard J. Mangone and John Clarke Adams. McGraw-Hill. \$5.95.

An informed but anecdotal treatment of an important topic. Despite an elaborate research design with interviews of 244 overseas Americans, their superiors, and foreign nationals, only one inadequate analytical table is presented. Informative on educational programs for overseas work.

*The Professional Soldier: A Social and Political Portrait.* By Morris Janowitz. Free Press. \$6.75.

A thorough sociological analysis of the impact of technology on our military services and their relations with a democratic civil society. The growing importance of "military managers" (as distinct from heroes), the need for flexible doctrine, and the increasing involvement of the military in international political situations are leading to a constabulary conception of their role.

*A Study of Murder.* By Stuart Palmer. Crowell. \$4.95.

Fifty-one New England murderers compared with fifty-one non-murderous brothers. Author concludes that childhood frustrations, both physical and psychological, and lack of normal outlets for release of aggression are important factors in murder.

*Working-Class Suburb: A Study of Auto Workers in Suburbia.* By Bennett M. Berger. California. \$3.50.

An empirical study that deftly punctures the assumption that all suburbia is populated by the transient, status-striving families of organization men. This working-class suburb is non-gregarious, rooted, contented.

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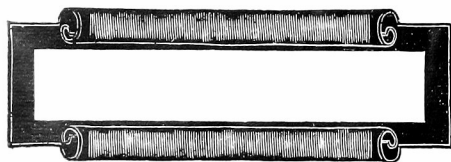
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THIS DEPARTMENT—in case you think it is one—has no name, as you may have noticed. It does not need a name, for it will never reappear.

Surely every editor has a box, or drawer, or folder for hasty jottings: flashes of wit, perhaps, or rapier-sharp adjectives (like that one), action-packed verbs, or assorted jokes. We set aside a box for jokes the day we picked up our first editorial pencil. Just In Case. You have ten lines to fill on page 3. You wish you had them on page 6, where you've been cutting into the very marrow of the book reviews. But you can't say on page 6, "Turn back to page 3; see last ten lines of third column." So you cut the book notices and you look for a joke to tell in ten lines.

At length the new editor penetrates the arcana and learns how to pad ten lines without its being observable to the casual eye. Feeling, however, that perhaps we had been too solemn of late, and that possibly a new Phi Beta Kappa joke had turned up, we recently inventoried our treasure box, beginning hopefully at the bottom. (1) A terse, titillating mem-

orandum, scarcely legible: "Write up bit on parti-colored poodle seen Piazza San Marco with PBK Key around neck." *Parti*-colored? We'll stick to St. Bernards. (2) An urgent admonition: "Aunt Hattie's birthday Monday. Be *sure* to send card." We haven't sent Aunt Hattie a line since she moved back to Boston two years ago. (3) A quotation from the "In Memoriam" column of an alumnae publication: "I kept in fairly close touch with her, though she did not answer my letters." (4) Our own attempt at sketching a cat some years back when we had neither joke nor artwork and needed seven lines on page 3. We conclude that the next attempt should be a Cheshire Cat, caught just as his grin fades away. (5) The final paragraph of a letter from a supplier: "If I can at any time be of the slightest possible further assistance to you, regarding your paper requirements toward the future, please do not hesitate to command me." (6) The appropriate phrase to murmur in Persian when someone sneezes. (7) Two adjectives, neither of them rapier-sharp: "bodacious" and "sapolucious." (8) One joke—a Phi Beta Kappa joke—ten lines long.

This one is another variant of the if-Joe-is-a-Phi-Bete-how-come-he-doesn't-live-at-the-house story. A member of the national office staff, who had been dealing in real estate on weekends, received a telephone call not long ago. On being

told that the extension was busy, the caller said, "Say, can I ask you something anyway? What does he call his business Phi Beta Kappa for?"

"If you're starting a new department," remarks a staff member who mistakes our intention, "maybe you should have sort of a name-the-puppy contest."

No contest. No more joke-box.

### The Mary Isabel Sibley Fellowship

Awarded alternately in the fields of Greek and French, the Mary Isabel Sibley Fellowship will be offered in 1961 for the study of Greek language, literature, history, or archaeology. Candidates must be unmarried women between 25 and 35 years of age who have demonstrated their ability to carry on original research. They must hold the doctorate or have fulfilled all the requirements for the doctorate except the dissertation, and they must be planning to devote full-time work to research during the fellowship year. Eligibility is *not* restricted to members of Phi Beta Kappa.

Applications for the 1961 award must be filed before February 1, 1961. Application forms and further information about the fellowship may be obtained from the Mary Isabel Sibley Fellowship Committee, 1811 Q Street, N.W., Washington 9, D. C.

## Founding New Chapters: Today and Yesterday

*In This Issue:*



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