

THE KEY REPORTER

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Upward Trend Seen in Corporate Contributions to Higher Education

In 1962, businesses contributed \$200 million to higher education. By 1970 corporations are expected to make contributions in excess of \$500 million, that is, if corporation contributions continue to rise at the current rate. At the present time, corporation contributions represent 16 per cent of the more than one billion dollars contributed to colleges and universities from all sources of voluntary support.

These figures and estimates come from the Council for Financial Aid to Education (CFAE) which recently published a brief but important booklet entitled *After Ten Years*.¹ *After Ten Years* traces the contributions made by 31 corporations² to colleges and universities over a

(Continued on back cover)

¹ *After Ten Years*. Council for Financial Aid to Education, Inc. New York. 1963.

² American Can Company, American Cyanamid Company, Armstrong Cork Company, The Atchison, Topeka and Santa Fe Railway System, E. I. du Pont de Nemours & Company, The Eastman Kodak Company, Equitable Life Assurance Society of the U.S., First National City Bank of New York,

Justices, Scholarship, Contests, and Books: Highlights of an Active Association

"Court must be in session," someone quipped, "so many of the Justices are here." So they were. But the Justices were meeting in a dining room not the courtroom and they wore suits not legal robes. For three of the seven Justices of the North Carolina Supreme Court were attending the spring dinner meeting of the Wake County Association. At the dinner meeting, Justice Susie Sharp was introduced as a new member of the Association by Dillard Gardner, Marshal-Librarian of the Supreme Court. Justice Sharp was appointed last year to the Supreme Court by Governor Terry Sanford. She is the first woman in North Carolina to be appointed to the State Supreme Court and the fourth woman in the United States to receive that high honor. Welcoming Justice Sharp into the Association were two other Justices, Justice Clifton L. Moore (retiring president of the Association) and Justice William H. Bobbitt.

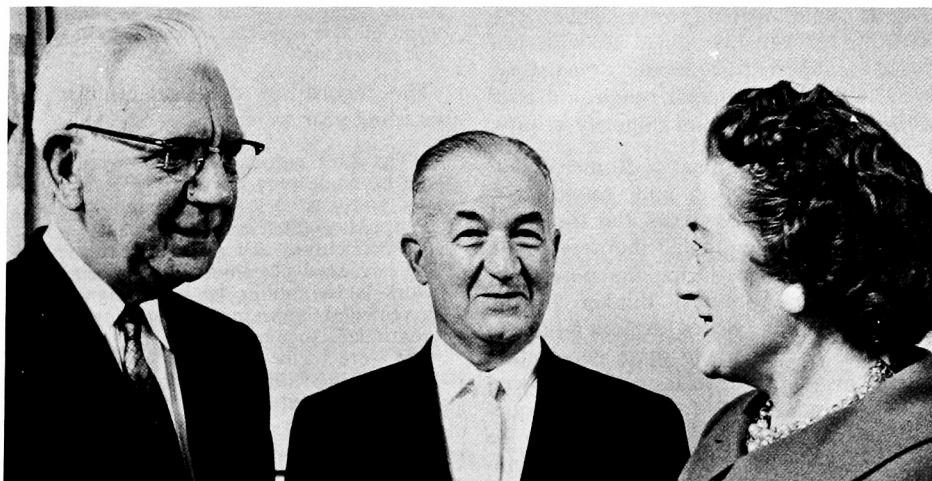
A unique situation? Certainly, but one that this Association can easily take in stride. The Wake County Association is vigorous and active. Composed of 73 members, the Association has an execu-

tive committee and special committees in addition to its regularly elected officers. In the fall, members of the Association met for dinner and heard Dr. Juanita Kreps, professor of economics at Duke University, discuss "The Allocation of Intellect." At the spring dinner meeting, members listened to Dr. William G. Carleton who spoke on "American Foreign Policy in Perspective." Dr. Carleton appeared under the auspices of the Phi Beta Kappa Associates.

Each year the Association honors the top-ranking senior from each of the high schools in the county. The top-ranking seniors are invited to the spring dinner meeting and presented with certificates. Each senior sits with three members of the Association. This arrangement gives the members an opportunity to talk with the students about their future plans.

The Association also conducts an essay contest for high school students. The winner of the essay contest is invited to the spring dinner meeting and presented with a \$25 check. The teacher of the winning student is sent a \$5 book-purchase certificate. By chance, the two students receiving first and second honorable mention in the contest this year were present because they were also the top-ranking seniors in different high schools. The coded essays are read by a college professor of English who does not know the names of the students, the schools, or the teachers. Over the years, the awards and honorable mentions have always gone to students of only four of the many teachers of high school English in Wake County.

In addition to these activities, the Association has a book committee which collects books to send to school and university libraries in countries in Asia where there is a need for books in English. This year the book committee received an urgent call from a school in the Philippines that had no books in its library. The books were speedily collected and sent. Three college libraries and one seminary library cooperate by donating books to the book committee.



North Carolina Supreme Court Justices Clifton L. Moore (L) and William J. Bobbitt welcome Justice Susie Sharp into the Phi Beta Kappa Association of Wake County. Photo courtesy of News and Observer, Raleigh, N. C.

Does Phi Beta Kappa Discourage Excellence?

CHARLES D. HOUNSHELL

Phi Beta Kappa has long been thought of as a synonym for excellence in the liberal arts. But as one of its members, I would like to consider some questions that may prove embarrassing. Are we members because we have ability to conform to the expectations of our professors, because we can recall specific knowledge, and because we are able to solve problems by the mechanical application of accepted formulas? Are there those who are not here because they did not conform to the expectations of their professors, perhaps even because they are creative, inventive students who can visualize a variety of solutions to a given problem or who can see the impossibility of giving any clear-cut answer to the questions as they are stated? Is Phi Beta Kappa a reward for superior performance in the academic goose step?

In education, as in the broader realm of the social order, it is necessary and desirable that there be a balance between authority and freedom and between equality and excellence. Education requires the mastery of specific knowledge and the learning of formulas, as well as—indeed prior to—the ability to visualize a variety of solutions to a given problem. Education involves adherence to the canons of an academic discipline, as well as original, creative, and imaginative thinking. Education involves uniform requirements, a common experience, standardized curricula and tests, as well as electives, a unique experience, individual tutoring and evaluation. In the educational world as in the political world, freedom is meaningful only within a framework of authority or order. The phrase “undisciplined scholar” contains an obvious contradiction.

The more difficult question is whether we can have both equality and liberty, equality and diversity, equality and excellence. In political history, as Professor Gordon Wright has observed, French democrats of the eighteenth century used a slogan containing both liberty and equality; but they did not resolve the question as to whether democrats, once in power, should aim at liberty or equality as the fundamental good. If liberty is to be the main end of government, then by one definition of the term, the central purpose of democrats should be to set limits upon governmental authority—government should pursue a *laissez faire* policy. But if equality is to be the highest value, then positive governmental action might be essential as a leveling force to keep certain individuals or groups from oppressing other individuals. As you know, this split was reflected in the contradictory doctrines of Montesquieu and Rousseau. For Montesquieu and his followers, liberty could be assured only by dissipating governmental authority through a separation of powers, a system of checks and balances, a considerable grant of local self-government. For the disciples of Rousseau, power could not be dissipated in such fashion but must rest uninhibited in the sovereign majority. The partisans of liberty aimed to “render government as nearly powerless as is compatible with the most urgent dictates of associated activity,” even at the risk of permitting such evils as social inequality or injustice. The partisans of equality aimed to wipe out social (and perhaps economic) inequality, even if they had to ride roughshod over the rights and desires of minority groups.

The equalitarian ideal of Rousseau and Robespierre persisted and found new champions in the Marxists, but the partisans of liberty dominated the democratic current in France during the nineteenth century. One political thinker in the liberal tradition visited America in the early 1830's and made some penetrating comments on the relationship between equality and liberty. Alexis de Tocqueville observed that “Men desired to be free in order to be able to make themselves equal, and, in proportion as equality established itself with the aid of liberty, it made liberty more difficult of attain-

ment.” And he added, “I think that democratic communities have a natural taste for freedom; left to themselves, they will seek it, cherish it, and view any privation of it with regret. But for equality, their passion is ardent, insatiable, incessant, invincible; they call for equality in freedom; and if they cannot obtain that, they still call for equality in slavery. They will endure poverty, servitude, barbarism, but they will not endure aristocracy.”

In education too we have placed the primary emphasis on equality—on standardization—and on success as measured by formal grades. Permit me to give you a caricature of our penchant for equality and standardization entitled “Fable for Curriculum Makers” written by Ernest Fleischer¹ and published in that remarkable periodical the *West Virginia Hillbilly*.²

Gulliver found himself in Nonanthropoidia as a consultant on curriculum to those who had decided to do something noteworthy to meet the problems of the education of the student in the land.

All the information, facts, and skills involved in running, climbing, swimming, and flying were to be included in the curriculum. This would help every student because the courses could be simply described in the catalogue. This would, also, help every faculty member because there would be a circumference for the curriculum and each course description would be filed in the central office. And best of all, if all the animals took all the subjects, it would help the administrator.

The records of the students for the preceding year were reviewed.

The duck was excellent in swimming but he made only passing grades in flying, and was very poor in running. To compensate for the lack of flexibility in the curriculum and since he could not get advanced placement or independent work in swimming, he was assigned to a remedial laboratory in running. This continued regularly until his webbed feet were badly worn and he was only average in swimming. But average was acceptable and he had received a low passing grade—low, but passing—in

¹ Professor of English at the Fashion Institute of Technology, State University of New York.

² December 16, 1961, p. 13.

Charles D. Hounshell is Associate Dean of the College of Arts and Sciences and Associate Professor of Political Science at Emory University. He is on leave from Emory University for the academic year 1962-1963 to serve as National Representative for the Woodrow Wilson National Fellowship Foundation. This article was originally delivered as an address by Mr. Hounshell to the Phi Beta Kappa chapter at Emory University. The article also appeared in the *West Virginia Hillbilly*, Vol. III, No. 46, November 17, 1962.

running. He came through with low flying colors. This was important because he wanted to transfer to a penguin diving university—a college with a third and fourth year. He took this special transfer course, with special material withheld from terminal students, because its quality was higher. But nobody worried about the special and major talent, except, perhaps, the duck.

The rabbit started at the top of the class in running but had to make up so much work in swimming that he suffered a series of neuroses, experienced a breakdown, and had to quit school. . . .

The squirrel was excellent in climbing and did not develop a set of frustrations in flying . . . but the psychologist who interviewed him before he became an attrition figure said he was an atypical student who imposed negative values upon himself. . . .

The eagle was a good student because of his ability to run and to climb, and to fly. He did not have to worry about swimming because another accredited institution had exempted him in swimming with an acceptable grade. He was a problem, though, and was disciplined because he wanted to use his talents rather freely. He had to remain within the direct supervision of the instructor. After all, it was felt, what's a school for, if the student is not within the teacher's reach? For instance, in climbing he insisted on his own way in getting there.

At the end of the year, an abnormal eel who could swim exceptionally well, could climb, could fly—a little of each—had the best ratio. He was vale-dictorian.

Our emphasis on grades is underscored by Oscar Handlin in an article in the May 1962 issue of the *Atlantic* entitled "Are the Colleges Killing Education?" Handlin says that today's students are so concerned with making high grades that

"They cannot afford the sense of the tentativeness of knowledge, of the imperfection of existing formulations. Writing against the clock, they must always put the cross in the right box and round out the essay with an affirmative conclusion. With what pain, if ever at all, will they learn how to know what they do not know, how to probe alone beyond the limits of what is handed to them, how to be creative original thinkers! By the time they carry their diplomas away, they will have missed an education—that experience which, by the exposure of one mind to the thinking of others, creates not answers but a lifetime of questions."³

Our standardizing, classifying, and grading all students on the identical scale, says Handlin, puts a premium on malleability, upon accommodation to existing expectations, upon the qualities of getting along. The good boy is he who matches up to his teachers' previously formed standards. But is he the one likely to grow into the man of achievement?

The pendulum in higher education is swinging away from an emphasis on standardization and equalitarianism and grades. The academic lock step is being broken. Early admissions, advanced placement, exemption by examination are common practices. According to one survey, honors programs for the intellectual elite are in existence in 196 senior colleges. There is great variety among these programs. Some start with entering freshmen, some are confined to the senior year. They may involve special sections and courses, honors seminars and colloquia, research and independent study opportunities, tutorials, theses, oral and written comprehensive examinations. The common denominator among honors programs is that the individual student is able to progress as rapidly as his capabilities permit in areas of interest to him.

In the honors program at the University of Virginia, for example, all of the student's time in the junior and senior years are devoted to independent study normally involving the writing of a number of papers and culminating in the writing of a thesis. Instead of meeting formal classes and taking periodic examinations, the student reads under the direction of a tutor for a period of two years. At the end of this time he is examined by a committee; a majority of the members are professors from other universities. In the honors program at Emory a senior may devote approximately one-third of his time to independent study.

Certainly it is possible to go too far in this direction. Liberal education requires a common purpose, a common experience, an extensive common body of knowledge, and common standards by which to judge performance. But it is a paradox that honors programs which are designed to encourage excellence and Phi Beta Kappa which is thought of as a recognition of excellence should seem to be working at cross purposes. Honors programs encourage students to probe beyond their depth, to seek understanding, to discount formal grades. Because of its emphasis on grade averages, Phi Beta Kappa encourages some students to play it safe, to plan their programs for the purpose of compiling a good grade average, to shun advanced placement and honors programs.

If Phi Beta Kappa is not to discourage excellence, it must reward the student who strives to set new standards as well as the student who is able to meet existing standards. And those of us who are members of Phi Beta Kappa should not let the glitter of our keys prevent us from becoming men and women of achievement.

News from the Chapters

COLORADO COLLEGE. The Phi Beta Kappa chapter at Colorado College held its annual dinner and initiation on February 14 at the Cheyenne Mountain Country Club. Almost a hundred members, alumni, parents and close friends of the initiates gathered to witness the initiation of the twenty-one new members. After the initiation ceremony, dinner was served at the club. The speaker was Max Power, who was elected to membership in Phi Beta Kappa as a Junior last year and who was recently chosen Rhodes Scholar.

WHITMAN COLLEGE. On March 6, Whitman College and the Beta of Washington joined in sponsoring an Academic Recognition Banquet. The banquet was established to honor students—Freshmen through Seniors—who had demonstrated outstanding scholarship on the basis of cumulative grade achievement. Over 100 students qualified as guests and nearly 50 faculty and staff members and townspeople attended. The banquet was held at the country club. The idea for the banquet came from the combined efforts of the officials of the college and the chapter to publicly pay tribute to such students. The program for the evening included an opening statement from the president of Whitman College, Louis B. Perry; recognition of the achievement of the students by the dean of the college, Paul J. Jackson; and the presentation of the new Phi Beta Kappa members by the president of the chapter, Richard M. Suinn. Dr. Walter Brattain, physicist, Nobel prizewinner and Whitman graduate, delivered the main address.

BOSTON UNIVERSITY. The annual Phi Beta Kappa Scholarship of \$800 offered by the chapter at Boston University was awarded to Linda Marie Audette, a Junior. In April, the chapter held a dinner for the initiates. The major professors of the initiates were invited to attend as were the faculty members whom the initiates felt had been most influential in their academic development.

WHEATON COLLEGE. The Kappa of Massachusetts held its annual banquet and initiation on March 15. The speaker for the evening was Holland Hunter, Professor of Economics at Haverford College, who spoke on "The Control of Unknown Arms." The public was invited to hear Mr. Hunter. The chapter awarded a \$400 scholarship for graduate study to Nancy A. Thompson, class of 1963. The chapter also presented the Freshman Phi Beta Kappa book prize to Pamela Hobart. **WAKE FOREST COLLEGE.** The Delta of North Carolina held a dinner for outstanding Sophomores. After the dinner, the public was invited to hear the speaker of the evening, C. Vann Woodward, Sterling Professor of History at Yale University.

³ Vol. 209, p. 43.



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*PASSAGE FEE (minimum \$1990 per person) includes cabin, meals, passage in 4-or-6-berth dormitories as assigned, required field trips ashore and tuition. For 2 persons in 2-berth cabin, \$2390 each. Undergraduates may register for 12 to 15½ units of study; graduates, from 9 to 12 units. To facilitate investigation of transfer credit, we are happy to furnish material and information for your land-based university or college.

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POLITICAL SCIENCE	EDUCATION	DANCE
SALESMANSHIP	GEOGRAPHY	RADIO-TV
SPEECH	RELIGION	PSYCHOLOGY
ASTRONOMY	OCEANOGRAPHY	MARKETING
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Sailing at 4 p.m., Feb. 11, 1964, from San Diego, aboard the motorship *Seven Seas*. Itinerary: 2/18-Honolulu. 2/29-Yokohama. 3/5-Kobe. 3/9-Keelung. 3/13-Hong Kong. 3/17-Manila. 3/23-Tandjung Priok. 3/26-Singapore. 3/28-Port Swettenham. 4/1-Rangoon. 4/5-Madras. 4/9-Colombo. 4/17-Tamatave. 4/21-Durban. 4/26-Cape Town. 5/9-Buenos Aires. 5/11-Montevideo. 5/16-Rio de Janeiro. 5/24-Belem. 5/29-La Guaira. 6/1-Cartagena. 6/4-Kingston. 6/9-New York City. Total of 39 days in port. Lincoln's Birthday Party and Valentine's Day Party aboard ship; Leap Year Day Party (2/29) in Yokohama; St. Patrick's Day in Manila; Easter (3/29) on shipboard, enroute Rangoon; Pesach (First day of Passover, 3/31) enroute Rangoon; Whitsunday (Pentecost, 5/17) enroute Belem. Matriculation Ceremonies aboard ship, approaching New York, night of June 8. Arrival New York, 8 a.m., June 9.

LIVE AND LEARN—ON SHIPBOARD, AND ASHORE

For the University's world voyages, the ship is being modified to provide men's and women's dorms; air-conditioned study-halls and dining salons; library, laboratory, theatre, bookstore, dark room, soda snack bar, etc., including an ironing room where passengers may do their own ironing. Recreation areas include decks, lounges, gym and a swimming pool. All student passengers have access to the same general facilities aboard ship.

American faculty is augmented by English-speaking diplomats, journalists, educators, political and religious leaders of each country visited. Prior to arrival, they lecture and visit en route for several days, to provide each student with a broad understanding of the nation and culture he is to visit.

Teams of students then make field trips ashore in each port, under the direction and chaperonage of faculty experts in the areas of their predominant interest. Mission: to collect source materials for further study, evaluation and discussion aboard ship. (In port, there is also ample time for conducted and independent sightseeing; and for shopping!)

Positions on Faculty or Staff

Aside from the Deans and resident headquarters staff, the University's faculty changes almost completely, every voyage. Courses offered also change, with the exception of Area Studies of the Mediterranean, Southeast Asia, Latin America and Africa (South of the Sahara), which are offered on each voyage, according to the itinerary, and are required study.

FOR CATALOG AND INFORMATION

State purpose of inquiry and address

DR. E. RAY NICHOLS,

Executive Director

The UNIVERSITY of the SEVEN SEAS
Whittier, California

Books by Members of the Book Committee

Summer reading is supposed to be light and frivolous but for those of you who want to be stimulated, provoked, as well as entertained, you may want to read the following books that have been written by some of the members of the book committee over the past year. **JOHN COUNOS**, our fine arts critic, has written some poems with the engaging title, *With Hey Ho . . . and The Man with The Spats*. Mr. Counos, now 82, began writing these poems when he was 79. The publisher is Astra Books and the book will be distributed by Twayne Publishers in September (\$3.50). **ROY F. NICHOLS**, who reviews books in American history, has written *Blueprints for Leviathan: American Style*, published by Atheneum (\$6.50). In the foreword to his book, Mr. Nichols explains his purpose:

"This book is an effort to explain the problems connected with the invention, the construction, and the adjustment of Leviathan, particularly those that have been associated with the legislative process in self-government, rather than the usual historical concern over the executive. . . . Periodically, particularly in times of stress, it is well to review the nature and history of the art of producing constitutional documents and laws, of choosing gifted lawmakers and to gain renewed inspiration from a knowledge of the nation's proficiency in its practice. It is well to keep in mind the essential fact that in the art of government the pen can be mightier than the sword, that in the mind of man rather than in his arm may be found his salvation."


Mr. Nichols won a Pulitzer Prize in History in 1949 for *The Disruption of American Democracy*. **FREDERICK B. ARTZ**, who is Mr. Nichol's counterpart in European history, has written a book entitled *From the Renaissance to Romanticism: Trends in Style in Art, Literature, and Music, 1300-1830*, published by the University of Chicago Press (\$5). In his book, Mr. Artz traces the changes in style in art, literature, and music from Niccolo Pisano, Petrarch, and Landino to Delacroix, Goethe, and Beethoven. Mr. Artz approaches the book from the standpoint of a historian of ideas rather than as a specialist of ideas. He discusses styles beginning with the Early Renaissance and concluding with the styles of Romanticism. Perhaps the most prolific writer on the book committee this past year was **NORMAN J. PADEFORD**, who reviews books in international relations. Mr. Padelford was co-author with Rupert Emerson of *Africa and World Order*, published by Praeger (\$7.50, p. \$1.75). Contributors to *Africa and World Order* include John Holmes, Stanley Hoffman, Paul-Marc Henry, John H. Spencer, and Erasmus H. Kloras, Jr. The book examines the impact of the new Africa upon the United Nations and some of the problems of the African search for unity. The selected bibliography in *Africa and World Order* is extensive. Mr. Padelford was also co-author with George A. Lincoln of *The Dynamics of International*

Politics, published by Macmillan (\$7.50). This book is designed to serve as a guide to analyzing some of the contemporary issues of international politics. There are five major sections: The Setting of International Politics; Basic Factors Affecting the Positions and Policies of State; The Formulation and Shaping of Foreign Policy; Instruments and Patterns of Foreign Policy; Organizing the International Community. **GEORGE N. SHUSTER**, our reviewer in philosophy and religion, has a book coming out in October entitled *UNESCO: A Challenge to U.S. Policy*. UNESCO is being published by Harper & Row for the Council on Foreign Relations (\$2.95, p. \$1.45). Mr. Shuster is well qualified to write about UNESCO, as he has often represented the United States in the general conference and on the executive board of UNESCO. Mr. Shuster has also written the first chapter, "The Nature and Development of United States Cultural Relations" to *Cultural Affairs and Foreign Relations*, edited by Robert Blum and published by Prentice-Hall (\$3.95, p. \$1.95). This book summarizes and analyzes the international cultural activities of the United States. **ROBERT B. HEILMAN**, who reviews books in English literature, edited Thomas Hardy's *Mayor of Casterbridge* (95¢) and George Eliot's *Silas Marner* (\$1.88). Both books are published in the Riverside Edition by Houghton Mifflin. **GUY A. CARDWELL**, our reviewer in American literature, is the editor of *Discussions of Mark Twain*. The book was published by D. C. Heath (\$1.50).

Tie Tack Attachment

Members may now order tie tack attachments to be worn with the no. 4 key (medium) or no. 5 key (small). The tie tack attachment is not recommended for the no. 3 key because of the size and weight of the larger key. The cost is \$1, including the cost of attaching the tie tack to the key.

The tie tack attachment is suitable for both men and women. Women can use the tie tack attachment on a buttonhole of a sweater or dress. The tie tack does not obscure or interfere with the engraving details of the key.



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Recommended by the Book Committee

LAWRENCE H. CHAMBERLAIN

Jurisprudence: Realism in Theory and Practice. By Karl N. Llewellyn. Chicago. \$8.95.

A wide-ranging series of essays spanning almost a third of a century but with a remarkably contemporary relevance by one of our most observant, penetrating, and iconoclastic legal scholars. Each essay, a skillfully cut and individually set gem, casts its own special illumination.

Apportionment and Representative Government. By Alfred de Grazia. Praeger. \$5. The recent decision of Baker vs. Carr prompts Mr. de Grazia to reiterate two convictions: representation transcends numerical factors; reapportionment is a political rather than a judicial function.

Political Ideology. By Robert E. Lane. Free Press. \$10.

By employing the techniques of psychotherapy and the concepts of anthropology, sociology, and social psychology, the author hypothesizes upon political attitudes of lower middle-class urban males.

Political Parties in a New Nation: The American Experience 1776-1809. By William Nisbet Chambers. Oxford. \$4.50.

The best work that has yet appeared on early party developments under the American Constitution. By presenting fresh historical detail within a systematic conceptual design, the author makes a significant contribution to a badly neglected field.

Forge of Democracy: The House of Representatives. By Neil MacNeil. McKay. \$6.75.

This readable descriptive-narrative chronicle of the lower house is chiefly valuable for the wealth of anecdote on important legislative struggles in recent years, particularly during the Kennedy Administration.

The Theory of Political Coalitions. By William H. Riker. Yale. \$6.

Another contribution to the literature of "scientific politics." The application of game theory to the strategy of building workable political coalitions. Not recommended for the reader who does not understand or enjoy mathematical analysis although much of the logical argument can be followed without the mathematics.

The Origins of Scientific Sociology. By John Madge. Free Press. \$8.50.

The emergence and maturation of empirical sociology during the last half century, presented through a series of highly compressed case studies. Each chapter treats the major

HUMANITIES

Guy A. Cardwell
Robert B. Hellman

John Cournos
George N. Shuster

SOCIAL SCIENCES

Leonard W. Doob
Lawrence H. Chamberlain
Earl W. Count
Louis C. Hunter

Frederick B. Artz
Norman J. Padelford
Lawrence A. Cremin
Roy F. Nichols

NATURAL SCIENCES

Marston Bates

Kirtley F. Mather

work of a particular sociologist who in the author's judgment has made a signal contribution to the development of sociology as a scientific discipline.

The American Polity. By William C. Mitchell. Free Press. \$10.

The "essential ingredients" of the American political and governmental system examined, interpreted, and appraised in the context of recent political and social analysis. An introductory chapter erects a "conceptual framework" that bears only minor relationship to the rest of the book.

Also Recommended:

The Mind and the Sword. By Jay W. Stein. Twayne. \$4.50.

Class and Party in the Eisenhower Years. By Heinz Eulau. Free Press. \$4.50.

Society and Self: A Reader in Social Psychology. Edited by Bartlett H. Stoodley. Free Press. \$7.50.

FREDERICK B. ARTZ

The Crusades. By Henry Treece. Random House. \$4.95.

A good popular introduction to a large subject.

The Religious Renaissance of the German Humanists. By Lewis W. Spitz. Harvard. \$8.50.

Now the best work on German Renaissance Humanism.

English Country Life 1780-1830. By E. W. Bovill. Oxford. \$7.

Delightful series of studies of important aspects of English country life.

Sixty Days that Shook the West. By Jacques Benoist-Méchin. Putnam. \$7.95.

An authoritative account of the fall of

France in 1940; a combination of intense drama and good history.

The Price of Glory. By Alistair Horne. St. Martin's. \$5.95.

Brilliant account of the titanic World War I battle at Verdun.

Dare Call It Treason. By Richard M. Watt. Simon and Schuster. \$5.95.

Fascinating tale of great French army mutiny of 1917.

America and Women. By Marjorie R. Longwell. Dorrance. \$3.

Good short biographies of seven representative and important American women.

The Soviet History of World War II. By Matthew P. Gallagher. Praeger. \$6, p. \$1.95.

Shows how Soviets manipulate history for propaganda purposes.

The Making of Victorian England. By G. Kitson Clark. Harvard. \$5.50.

Excellent introduction to the subject based on much recent research.

JOHN COURNOS

Picasso: The Formative Years. By Sir Anthony Blunt and Phoebe Pool. New York Graphic Society. \$8.50.

A wholly delightful, stimulating book, superbly human, revealing the great artist before he "went" abstract, the beautiful, lovely reproductions of his early work making one wonder why.

Manet. By Henri Perruchot. World. \$6.50. At last a good biography of a great painter, the now acknowledged leader of his group, who without seeking notoriety found himself the victim of attacks which reflected the moods of a Paris in throes of a battle between standpatters and rebels. No reproductions of his work, but abundantly illustrated with intimate pictures.

The Dark Comedy. By J. L. Styan. Cambridge. \$5.50.

A revealing essay on the more subtle aspects of the development of "modern comic tragedy." T. S. Eliot, Ionesco, Beckett, and Tennessee Williams are among the dramatists analyzed and evaluated.

The Eternal Present: The Beginnings of Art.

By S. Giedion. Bollingen-Pantheon. \$12.50. This formidable volume consists of the A. W. Mellon Lectures in the Fine Arts delivered in 1957. It is singularly rich in photographs of paleolithic paintings, engravings, and sculpture, mostly taken in the caverns of France and Spain; in some instances they are compared with examples of modern art. The author stresses symbols in art, and his long, fully illustrated chapter on Fertility Symbols is particularly interesting.

The Theatre and Dramatic Theory. By Allardyce Nicoll. Barnes & Noble. \$3.75.

A knowledgeable English critic calls for a reassessment of modern drama, in his opinion, in a period of decline.

Theatre in the 20th Century. Edited by Robert W. Corrigan. Grove Press. \$7.50.

Essays by famous contemporaries on all aspects of the modern theatre.

THE REPORTER

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The Drama of Ibsen and Strindberg. By F. L. Lucas. Macmillan. \$10.

A fine critic, and distinguished stylist, Mr. Lucas is always worth listening to. There is a thoroughness and finality about these exhaustive essays beyond criticism.

Debussy: His Life and Mind (1862-1902). Vol. 1. By Edward Lockspeiser. Macmillan. \$8.

An interesting life of a musical revolutionary, with special stress on his influences, more particularly of Wilde in this instance. The entire world of music, letters, and art, comes prominently into the picture.

In Praise of Music. Edited by Richard Lewis. Orion Press. \$4.95.

It was a happy idea to gather into a single volume, exquisitely illustrated, thoughts about the most universal art expressed by the great, from the most ancient days to ours. I cannot imagine any music lover without it.

Michael Chekhov's to the Director and Playwright. Compiled and written by Charles Leonard. Harper & Row. \$6.50.

The title indicates the nature of the contents: practical advice on production and acting by an experienced director and actor, set down by one closely associated with him.

The Complete Book of Light Opera. By Mark Lubbock. American Section by David Ewen. Appleton-Century-Crofts. \$12.95.

A mammoth, rather impressive volume, handsomely illustrated, which contains all about lighter opera you need know.

The Oxford History of English Art. Volume VIII. English Art 1553-1625. By Eric Mercer. Oxford. \$12.75.

This volume covers the rich Elizabethan and Jacobean period with commendable thoroughness, with a voluminous bibliography at the end, and a large section devoted to illustrations.

Also Recommended:

History of Music Theory. By Hugo Riemann. Translated by Raymond H. Haggh. Nebraska. \$12.50.

That Wilder Image. By James Thomas Flexner. Little, Brown. \$15.

Master Drawings in Private Collections. Selected, annotated, and with an introduction by Eric van Schaack. Clarke & Way. Distributed by Southern Illinois Univ. \$8.75.

Extravagant Drawings of the Eighteenth Century. From the Collection of the Cooper Union Museum. Selected, annotated, and with an introduction by Richard P. Wunder. Clarke & Way. Distributed by Southern Illinois Univ. \$8.75.

EARL W. COUNT

Primitive Rebels. By E. J. Hobsbawm. Praeger. \$5.

When untutored men activate their social protest, they become Mafia, Andalusian anarchists, "the mob", and the like. The author enters an untrodden field in this unique series of case-essays; he appends some specimen documents from the mouths of the untutored men.

Sex, Culture, and Myth. By Bronislaw Malinowski. Harcourt, Brace & World. \$6.95.

Much of his most cogent thought this chief- tain among anthropologists distributed throughout a variety of journals. A post- humous retrieval, and a good fortune.

Totemism. By Claude Lévi-Strauss. Trans- lated by Rodney Needham. Beacon. \$3.95, p. \$1.95.

A *coup de grace* to one of anthropology's dubious generalizations; no less a construc- tive reconsideration of the bases whence it arose.

Power, Politics and People: The Collected Essays of C. Wright Mills. Edited by Irving L. Horowitz. Oxford. \$8.50. Ballan- tine. p. \$1.45.

A well-ordered collation of 41 essays by the thoughtful and trenchant late social critic, and author of *White Collar*, *The Power Elite*, *The Sociological Imagination*, and *Listen, Yankee*.

In Search of Criminology. By Leon Rad- zinowicz. Harvard. \$4.75.

A deftly concise yet adequate treatment, by the author of *History of English Criminal Law*, of this social science which began with the nineteenth century social positivists— who turned their focus away from the crime to the criminal—and which is presently emerging as an interdisciplinary field of training and research.

The Exploration Diaries of H. M. Stanley. Edited by Richard Stanley and Alan Neame. Vanguard. \$6.

These diaries, (1874-1877), presumably lost, whence Stanley drew his *Through the Dark Continent*, turned up at his country seat in 1960. A treasure of text and pictures— despite the editors' overly drastic economy of selection.

The Sumerians: Their History, Culture, and Character. By Samuel Noah Kramer. Chi- cago. \$6.95.

For those who have followed happily the lucid and scholarly discourse of the author's *Sumerian Mythology and History Begins at Sumer*—surely this is the book they have been wishing from him.

Palestine Before the Hebrews. By Emmanuel Anati. Knopf. \$8.95.

The young and gifted archeologist who pro- duced *Camonica Valley* with its arresting pictographs, presents here another, vaster, and equally reliable panorama: 600,000 years of human living in Palestine, heavy with heritage for all culture-history that has followed it.

Prehistory and the Beginnings of Civiliza- tion. By Jacquetta Hawkes and Sir Leonard Woolley. Harper & Row. \$12.50. Under UNESCO auspices, an international commission of scholars has projected a six- volume (with supplement) *History of Man- kind: Cultural and Scientific Development*. This book is volume one. Within its scope (wide indeed despite its neglect of Meso- america and sub-Saharan Africa), this very authoritative and very readable survey lives up to its subtitle richly.

Also Recommended:

Intergroup Relations and Leadership: Ap- proaches and Research in Industrial, Ethnic, Cultural, and Political Areas. Edited by Muzafer Sherif. Wiley. \$5.95.

Behind Many Masks: Ethnography and Im- pression Management in a Himalayan Village. By Gerald D. Berremann. The Society for Applied Anthropology (Mono- graph Series #4) \$1.50.

The Experiences of American Scholars in Countries of the Near East and South Asia: Report on the Problems of Selection, Planning and Personal Adjustment of Americans in the Fulbright Programs with Egypt, India, and Iraq. By Gordon Macgregor. The Society for Applied An- thropology. (Monograph Series #5) \$2.

LOUIS C. HUNTER

On the Theory of Social Change: How Eco- nomic Growth Begins. By Everett E. Hagen. A study from the Ctr. for Intl. Studies, Mass. Inst. of Tech. Dorsey. \$10.

Of the innumerable books dealing with the causes and conditions of economic growth, this book is surely one of the most stimu- lating. Although an economist, Professor Hagen begins with a sharp downgrading of the influence of economic factors as gov- erning economic growth. Hagen's theory of social change rests at bottom on psycho- logical elements as these are brought to bear upon the shaping of personality in the traditional society. The theory is applied in a half dozen case studies, ranging from the Japanese and Columbians to the English and the reservation Sioux.

Primer of Economic Development. By Robert J. Alexander. Macmillan. \$5.

This competently and well-written volume is precisely as described on the cover jacket: "A concise guide to the principles of foreign aid and the problems of underdeveloped nations."

The Making of Economic Society. By Robert L. Heilbroner. Prentice-Hall. \$4.95.

Written with admirable clarity and remark- able brevity.

The Economy of Cyprus. By Albert J. Meyer, Jr. with Simos Vassiliou. Har- vard. \$3.50.

A concise account of the problems of eco- nomic life and development of this small country in the eastern Mediterranean.

Politics and World Oil Economics. By J. E. Hartshorn. Praeger. \$8.50.

An account of the international oil industry in its political environment. An ably written book on an extraordinary industry by the industrial editor of the *London Economist*.

The Economics of Labor. By E. H. Phelps Brown. Yale. \$6.

Foreign Trade and the National Economy. By Charles P. Kindleberger. Yale. \$6.

These are two excellent monographs of a new series, *Studies in Comparative Economics*, whose purpose is "to analyze a particular branch of economics in the light of experi- ence in a variety of national economies." They start from the basic premise that "the

economic world no longer revolves about London and New York."

Economic Systems of the Commonwealth. Edited by Calvin B. Hoover. Duke. \$7.50. A product of the Commonwealth-Studies Center of Duke University, this excellent volume conveniently brings together studies of the economic systems of eleven Commonwealth countries. The studies are written in most instances by economists resident in the countries discussed. Their special interest lies in the answers they offer to the question posed by the editor: how far have the economies of this group of modern capitalistic nations diverged from the competitive laissez faire of the classical model.

GUY A. CARDWELL

THE COLLECTED WRITINGS OF WALT WHITMAN—*The Early Poems and the Fiction.* Edited by Thomas L. Brasher. *Prose Works 1892: Volume I, Specimen Days.* Edited by Floyd Stovall. New York. \$10. each.

The third and fourth volumes of a projected fifteen-volume set. This carefully edited, beautifully printed edition promises to be definitive.

The Dyer's Hand. By W. H. Auden. Random House. \$7.50.

An important collection of critical pieces, lectures on poetry and prose, and reviews. The range of topic and reference is impressively wide.

The Poetry of Robert Frost: Constellations of Intention. By Reuben A. Brower. Oxford. \$5.75.

Mr. Brower explores relationships among the poems, elucidates major ideas, and analyzes individual poems. He shows unusual tact in knowing when to press an analysis and when to break off.

Mark Twain: The Development of a Writer. By Henry Nash Smith. Harvard. \$4.75.

A sensible, well-informed examination of Mark Twain's development as a writer and of changes in his thought.

That Summer in Paris. By Morley Callaghan. Coward-McCann. \$5.

A Canadian novelist and short story writer offers a light, readable account of his relationships during the summer of 1929 with Hemingway and Scott Fitzgerald. He stresses the oblique, the offbeat, the wry, and manages to suggest more than he says about his difficult, talented friends.

American Fiction: The Intellectual Background. By D. E. S. Maxwell. Columbia. \$5.

An English scholar attempts to counter the recent insistence on romance elements in American novels by relating them to the great debates of their times. Essays on Poe, Cooper, Melville, Hawthorne, Mark Twain, and Edith Wharton followed by a rapid survey of later novelists.

The Autobiography of Upton Sinclair. Harcourt, Brace & World. \$6.95.

Born in 1878, the idealist, fighter for social justice, inveterate reformer, and assiduous writer (he has composed "some eighty" books) is still going strong.

SUMMER, 1963

Also Recommended:

The Presence of Walt Whitman: Selected Papers from the English Institute. Edited by R. W. B. Lewis. Columbia. \$4.50.

The Evolution of Walt Whitman: The Creation of a Book. By Roger Asselineau. Harvard. \$7.50.

The Wake of the Gods: Melville's Mythology. By H. Bruce Franklin. Stanford. \$5.75.

The Realities of Fiction. By Nancy Hale. Little, Brown. \$5.

Soviet Attitudes Toward American Writing. By Deming Brown. Princeton. \$6.

KIRTLEY F. MATHER

The Living Sea. By Captain Jacques-Yves Cousteau with James Dugan. Harper & Row. \$6.50.

Thrilling narrative, strikingly illustrated, of undersea adventures and explorations in which the famous oceanographic research ship, Calypso, has recently been involved.

Atoll Environment and Ecology. By Herold J. Wiens. Yale. \$15.

Comprehensive study of coral atolls and their associated animals and plants; includes technical material presented with such clarity that the book is interesting to all readers.

Astronomy of the 20th Century. By Otto Struve and Velta Zebergs. Macmillan. \$12.50.

An authoritative account of the discoveries made, the techniques and instruments used, and the scientists involved in the extraordinary expansion of knowledge of the universe around us, during the lifetime of the senior author.

The Idea of Prehistory. By Glyn Daniel. World. \$4.50.

A perceptive chronicle of the scientific study of prehistoric man, from its beginnings in the eighteenth century to its modern development.

The Discovery of Neptune. By Morton Grosser. Harvard. \$4.95.

Fascinating historical study of an important event in the annals of science, the conflict that arose over priority, and the influence of personality traits and nationalistic loyalties upon the scientists involved.

The Measure of the Moon. By Ralph B. Baldwin. Chicago. \$13.50.

A detailed, quantitative description of lunar topography, with not entirely unbiased comparisons to terrestrial landforms and structures, some of which are, and others may possibly be, the result of impact of meteorites.

Also Recommended:

Count Rumford: Physicist Extraordinary. By Sanborn C. Brown. Doubleday (Anchor, Science Study Series). 95¢.

Cloud Physics and Cloud Seeding. By Louis J. Battan. Doubleday (Anchor, Science Study Series). 95¢.

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Alexander von Humboldt. By L. Kellner. Oxford. \$5.75.

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Upward Trend Seen in Corporate Contributions to Higher Education (Continued)

ten year period. These 31 corporations represent all the major fields of business. The report is especially valuable because it is the only available record of the contributions³ made by some of the country's largest corporations to education over a long period of time.

The title of the CFAE's publication, *After Ten Years*, refers to the decision by the Superior Court of New Jersey in 1953 that corporations may legally give unrestricted grants to colleges and universities. (This was also the year in which the CFAE was founded.) Although many corporations had made grants to education before 1953, this decision affirmed the legality of corporation giftgiving. The case was brought to court by several stockholders in the A. P. Smith Company, manufacturers of machinery and equipment for water and gas industries, who initiated a "friendly suit" to test the legality of a decision by the company's directors to give an unrestricted grant of \$1500 to Princeton University. The company argued that it was legally empowered to make the grant under a 1950 New Jersey statute which encouraged corporations organized in the state to make contributions for philanthropic purposes. The stockholders' case argued that the contribution was a misapplication of

corporate funds as the statute did not apply to corporations chartered before the statute was passed by the legislature. In upholding the right of the A. P. Smith Company to make the grant, Judge Stein of the Superior Court said:

I am strongly persuaded by the evidence that the only hope for the survival of the privately supported American college and university lies in the willingness of corporate wealth to furnish in moderation some support to institutions which are so essential to public welfare and therefore, of necessity, to corporate welfare. What promotes the general good inescapably advances the corporate weal. I hold that corporate contributions to Princeton and institutions rendering the like public service are, if held within reasonable limitations, a matter of direct benefit to the giving corporations, and this without regard to the extent or sweep of the donors' business. . . . Such giving may be called an incidental power, but when it is considered in its essential character, it may well be regarded as a major, though unwritten, corporate power. It is even more than that. In the court's view of the case it amounts to a solemn duty.

Since 1953, most states have enacted legislation permitting corporations to make philanthropic grants.

In studying the flow of contributions by the corporations, the CFAE found that once a company started an aid-to-education program, it tended over the years to add to it, both in terms of money and the scope of the program. Twenty of the 31 companies have created foundations or funds through which to channel their contributions. The CFAE also found that companies maintained a sustained level of contribution, in spite of ups and downs in their earnings. For example, the total net income of the 31 corporations dropped by 21.3 per cent from 1957 to 1958, but their total contributions rose 11.3 per cent in the same period. Only two of the 31 companies contributed less in the last year than they did in their first

year. One company contributed to education following a year of operating at a deficit.

In 1954,⁴ 21 of the 31 companies studied made contributions to education totaling \$10,641,529. In 1962, these same 21 companies made total contributions of \$29,430,412, an increase of 176.6 per cent. In 1954, nine of the 22 companies contributed \$500,000 or more and three of the nine contributed \$1 million or more. In 1962, 11 of the 31 corporations gave \$1 million or more. Eight other corporations gave \$500,000 or more. The average contribution per company to education rose from \$506,739 in the first year of reporting to \$1,189,224 the last year reports were made. In the overall period, the annual average in contributions was \$967,439 per company.

Why do corporations make these contributions? For much the same reasons that prompt the national government to allocate vast sums of money to higher education—basically, a need for the research and the trained technical, administrative, and executive manpower that colleges and universities can provide. While business and industrial corporations appear to be increasingly aware of their responsibilities to higher education and at the same time of the many benefits which colleges and universities offer, the voluntary aid-to-education movement among companies is still mainly a movement of the elite. Many more corporations and businesses will have to follow the examples of the corporations mentioned in the report if our colleges and universities are to receive enough voluntary support to enable them to offer quality education to the students who will be entering the classrooms in the coming years.

⁴ The contributions listed here are related to the net income before Federal income taxes in the previous year.

The Fluor Corporation, Ltd., Ford Motor Company, General Electric Company, General Foods Corporation, General Motors Corporation, International Paper Company, Kennecott Copper Corporation, Pacific Gas & Electric Company, Pitney-Bowes, Inc., Pittsburgh Plate Glass Company, The Procter & Gamble Company, Reader's Digest, R. J. Reynolds Tobacco Company, Sears, Roebuck and Company, Shell Oil Company, Standard Oil Co. of California, Standard Oil Company (Indiana), Standard Oil Company (N. J.), Union Carbide Corporation, United States Rubber Company, United States Steel Corporation, Westinghouse Electric Corporation, Weyerhaeuser Company.

³ As related to net income before taxes.

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