

## Post-Career Education

### *The Oliver Wendell Holmes Association*

by Kirtley F. Mather

Not long after Calvin Coolidge completed his term as thirtieth President of the United States, he filed an application for membership in the National Press Club, whose members are not noted for lightening the burdens of the man in the White House. To the question about his occupation, Mr. Coolidge replied, "Retired." Just below the question on the application form was a blank space headed, "remarks." Here, the taciturn statesman—who was only fifty-seven when he left the White House—penned one of the most eloquent three-word sentences ever voiced by a man on his retirement: "Glad of it."

There is, of course, room for lively debate on whether Mr. Coolidge was glad to be relieved of his burdens as president or glad to be retired for other reasons. Few people relinquish power gladly, although they may be sincerely pleased at being relieved of the burdens that power entails.

I cite the story, however, not as an exercise in semantics, but to illustrate one of the prime motivating factors in the creation of the Oliver Wendell Holmes Association, an organization which the *Washington Star* has said "bears the promise of sowing the wastelands of retirement with a fruitful and rewarding experience."

Comparatively few people look forward to retirement with unalloyed pleasure. For many reasons, the "glad of it"

spirit expressed by Mr. Coolidge is generally absent as the sixty-five plus legion is pushed into retirement. American society is notorious for its disregard for its older people. We do not look to the old for wisdom, as the Chinese have always done or as the American Indians do. Our frontier carryover and technological economic structure lead us to toss them into the junk yard, like old cars. Ignored as they often are, older people tend to give up, to crawl into their shells, to vegetate in Florida and California, or, in far too many cases, to grow cranky, nurse prejudices, and to join extremist organizations.

For the sake of our continued self-government, this won't do. Americans over sixty-five increase by a thousand a day. They vote, affecting the country's political future. They must not be left to wither on the vine or to live only in the past. They are alert to change, can bring their insights to bear on current issues and needs. They can, given half a chance, understand the full meaning of the words of Robert Browning's poem:

*"Grow old along with me! The best is yet to be. The last of life for which the first was made."*

They can in short be made to appreciate the rich potentials of retirement years, so eloquently expressed by Mr. Justice Holmes when he wrote of "the subtle rapture of a postponed power."

That, in essence, is the *raison d'être* of

the Oliver Wendell Holmes Association. Its aim, as stated in the charter granted to the association by the Board of Regents of the University of the State of New York, is:

... to set up, in cooperation with communities, and wherever possible in association with colleges in various parts of the United States, institutes "of, by, and for emeriti," offering an opportunity to persons of mature age, who have retired fully or partially, to continue a life of learning under the guidance of emeriti professors and other instructors.

The association is based, above all,

on the faith of its Founders in the values of the individual citizen and to society of bringing together, in an organized way, the inadequately deployed or as yet largely untapped human resources of men and women who have reached the period of retirement with the invaluable human resources of emeriti professors of our nation's universities, colleges, and schools who possess a sustained intellectual vigor and pedagogical skill.

Among my associates in this endeavor are such men and women as Harry A. Bullis, Everett R. Clinchy, Sidney Wallach, Evans G. Morgan, Seelye Bixler, Harry J. Carman, Wilson Compton, Cornelius Kruse, Hans Kohn, Margaret Mead, Louis Nizer, Harlow Shapley, Walter Muir Whitehill, and James E. Allen, Jr.

The first institute sponsored by the association, at Rensselaerville, New York, ended several weeks ago. From it we hope to have enough practical experience to enable us to help establish similar institutes in many other areas throughout the nation. We are confident that this program can initiate a major educational

(Continued on back cover)

Kirtley F. Mather is professor emeritus of geology at Harvard University; former president of the American Association for the Advancement of Science and the American Academy of Arts and Sciences; author; Phi Beta Kappa Senator and former member of the Phi Beta Kappa Visiting Scholar Program. Earlier this year, Mr. Mather accepted the presidency of the Oliver Wendell Holmes Association.

# The Future of the Liberal Arts College

BY DAVID F. ROSS

David F. Ross is Dean of the Faculty at Bethany College, Bethany, West Virginia. This article was first presented as remarks at the College Teacher Project Conference of the North Central Association in Chicago, August 1962.

**T**HOSE peculiar American institutions the small, independent liberal arts colleges of quality, are facing a long term threat to their very existence, the threat of the loss of their faculties. Colleges have amazing durability, and I have no doubt that their buildings will continue to stand and be occupied, but there is a very real danger that they will not be able to continue to be what they are, because of inability to attract and hold the kind of faculty upon which their essence depends.

At the same time there is appearing in increasing numbers on the campuses of the small liberal arts colleges, something which may contain the seeds for their own salvation; the honors programs. Unfortunately, the connection between the two is rarely noticed. The recruitment of the faculty which will serve in academic year X begins at the Christmas meetings in academic year X minus one, rather than with the entering freshman class in academic year X minus eight or ten, as it should. My purpose is to attempt to establish this connection.

At this point, I hasten to add that the Bethany College Honors Program is not conceived and conducted primarily as a part of our program of faculty recruitment. The two programs are related to each other in a couple of ways, but each has its own aims and its own devices. As a further disclaimer, I cannot pretend to offer anything in the nature of an analysis of achieved results. The first students to enter our Honors Program, which they did as sophomores, will be seniors this coming year; the first fruits of my own approach to the problem of faculty recruitment will be in their second year on the faculty. At most, therefore, I can speak in general terms about the relationship between honors programs and faculty recruitment at small liberal arts colleges, and tell you how we see the problem and what we are trying to do about it.

There are two aspects to the problem as I see it. One is that it is not the university but the undergraduate college which will encounter serious difficulty in recruiting faculty in the years to come. The other is that, in the years to come, recruiting a superior faculty will increasingly become the sine qua non for survival of the small, independent liberal arts college.

There are several reasons why the brunt of the faculty recruitment problem

will fall increasingly upon the small college. One reason, of course, is salaries. A few years ago, a well-qualified potential teacher had to decide whether he wanted to make money or teach. Once he had decided to teach rather than to make money, there was no particular financial choice to be made between the independent college and the state university. The state university got its appropriation only if something was left after all other state programs had been provided for; and the public and their elected representatives were much more interested in this pittance being used for imposing buildings than in faculty salaries. The same was true of the donors of funds to independent colleges. Both types of institutions were in the same boat. Today, however, the public and its legislators have awakened to the importance of education with a vengeance. Not only are buildings going up at a pace heretofore undreamed of, but public school and public university salaries are going up almost as rapidly. There is no similar new source of funds for the independent college. The donor is now paying in taxes for the support of public education more than in his most generous mood he could have imagined himself giving to the support of private education. The private colleges are raising salaries too, and it is now possible for a faculty member at such an institution to earn a decent, living wage. But the gap is widening, notwithstanding. Today, the choice which faces the potential college teacher is no longer whether to make money or teach; it is whether to make money or teach in a small, independent college. Under these circumstances, why would he, if he wants to teach, not choose to teach at the university and make money too?

The obvious answer is that those who want to teach will go to the universities if they are good enough to be hired there; the independent colleges will then be staffed with the culls. This brings me to the second aspect of the problem: that in the years to come, increasingly the sine qua non for survival of the small, independent college will be recruiting a superior faculty. I stress the word superior. How can we recruit a superior faculty from among the culls of the state universities?

But this is not the whole of the problem; the financial aspect is only the beginning, the most minor element in the

dilemma. I am an economist by training, and yet I reject not only the concept of economic man but also the principle of income maximization. Our clerical and monastic colleagues perhaps will not object to my using them to illustrate my point. They teach at the particular institutions which they represent because in doing so they obtain some form of satisfaction which is apart from and presumably above monetary considerations. In a more mundane sense, this is true also of the small college teacher; but the point is that it is less true now than was once the case. The public has always looked up to its image of the teacher, and still does; but the image has changed. Some time ago, the ideal teacher was strolling across an ivied campus, greeting students by name, and gathering about him a cluster of admiring adolescents, whose questions about world affairs, literary criticism, and sex, he answered with wry maxims drawn from Plato and Shakespeare. This man had his habitat in the small liberal arts college. Today, however, the image of the ideal teacher finds him standing in a laboratory, surrounded by three middle-aged graduate students and \$20 million worth of equipment, and answering their questions with references to Fermi and Teller. This image requires the setting of a large university. The young idealist of today, longing to do good for mankind as a teacher, is thus drawn to the university, regardless of any salary differential.

This is not all. Partly because of our inability to cope with the contemporary explosion in human knowledge, partly because of the internal logic of the Ph.D. ritual, partly because of fad, and partly because of a democratic need to find an intellectual field on which mediocrity can compete with brilliance, we have developed the academic cult of specialization. No longer can an institution of higher education go out in search of a chemist or an English teacher; today there are only organic chemists, physical chemists, and analytical chemists; there are only teachers of Elizabethan literature, of American literature since 1920. The historian who teaches world history or the survey of western civilization is no longer the man who has read most widely and understood most profoundly; he is rather the world's greatest expert on Serbia between 1520 and 1549, who has been forced, he hopes temporarily, to accept

what he considers an inferior position. In foreign languages, our older faculty members can teach French, German, Spanish, Latin or Greek, as the occasion demands; the recruits are limited to one of these. Benjamin Franklin and Michelangelo, if they were to be reincarnated today and apply for academic positions, would qualify only for the two most lowly in the hierarchy: instructor in a liberal arts college; or academic dean.

What has happened is not, I believe, that human nature has changed, but that our socially derived values have changed. If it was once possible, as I think it was, for a learned man whose major interest was in the study of the feeding habits of certain obscure land snails, to derive honest and unashamed intellectual pleasure from opening up the mysteries of general biology to an audience of eager freshmen, then it would still be possible today, if only this man had not been trained, by the advice of his teachers and the derision of his peers, to anticipate it as a bore, a waste of time, and a form of academic prostitution. According to the standards of our time, only when a teacher is developing the subject of his dissertation among the members of a graduate seminar is he engaged in truly professional, truly respectable teaching. The rest is a chore, a means of keeping body and soul together, like working nights in a gasoline station, until the right research grant comes along. The university professor, given his graduate seminars, is willing to take a hand also at teaching the introductory, undergraduate courses. He is realist enough to know that if you wish to enjoy the meal you must be willing to spend some time in the kitchen. But what rationalization is open to the professor at the small college?

This attitude, as I have mentioned, is not an inherited trait of intellectuals: it is learned. It is learned most of all in the graduate schools. Graduate deans and university presidents are not generally guilty of overlooking the values of the small college. Indeed, it often seems that their chief mission is to make the university more like a small college, not, of course, at the expense of its size. But department heads and dissertation advisors have a much more significant influence upon the standards of the graduate student, and they honestly and openly believe that intellectual honesty and significant scholarship can be found only in narrow specialization. A graduate student who is inclined to believe otherwise is trained to conceal this tendency, to be ashamed of it, and finally to repress it, before he has earned his, if you will excuse the expression, terminal degree.

Here, then, is half the problem. The emerging Ph.D. can expect to find neither financial success nor intellectual satisfaction, neither public adulation nor the

respect of his professional colleagues, if he accepts a position on a small college faculty. At the same time, the other half of the problem is making it more important than ever that the small, liberal arts college, if it is to survive, be staffed, not with second rate scholars, but with first rate teachers.

**W**E are concerned here with the role of the small, liberal arts college in American higher education. As with the recruitment of faculty, so it is with the attraction of students, that the relative position of the independent college vis-à-vis the state university is changing. The university is expanding, and will continue to expand until it can accommodate all the qualified applicants who come its way. It can offer them the most modern dormitory facilities, classrooms and laboratories, symphony orchestras and Broadway casts, a competitive used book market, a full catalogue of specialized courses, an unparalleled lecture series, world-famed professors, and all at a modest tuition charge. What has the small college to offer that can compete with these advantages to the student? Some may survive by providing an environment of racial, social, or religious exclusiveness; others as degree mills for the stupid or maladjusted offspring of the rich; but can a college survive and at the same time remain truly an independent liberal arts college?

We are probably all familiar with the possible advantages, from an educational point of view, of the small college; I shall summarize them only briefly. The undergraduate gets, at such a school, what only the more fortunate graduate students receive at the university: individual attention from even the most eminent members of the faculty. Not only do the full professors teach his discussion sections: they speak to him on the campus, commune with him in the coffee shop, invite him into their homes for evenings of conversation, and take part in his extracurricular life. But this potential advantage becomes a real advantage only if these full professors are true scholars and true teachers, men with agile minds, lively curiosities, wit, and wisdom. There is nothing to be gained by the student in having his discussion section taught by a full professor who is a dull-witted bore rather than by a brilliant but inexperienced graduate student; his education is not enhanced by having opportunities to commune informally with a full professor who is an intellectual slob. The whole argument for the small college falls to the ground in a heap of ivy-eroded masonry unless these teachers for whose individual attention he has paid the extra price are good teachers.

Where is there hope in this situation? How can the small, liberal arts college hope to recruit, not merely bodies with degrees attached, but real teachers?

At this point I should mention that where a person goes to teach after completing his graduate education is strongly influenced by where he did his undergraduate work. Let me recount a personal experience. This year I sent a letter to every college senior who had been awarded a Danforth fellowship for his graduate work. The letter was mainly congratulatory in content, but it also contained a plug for college teaching as a career, and invited inquiry. The response was small, as is always the case when no free merchandise is offered. In every case, however, where there was a response, the respondent was graduating from a small, liberal arts college.

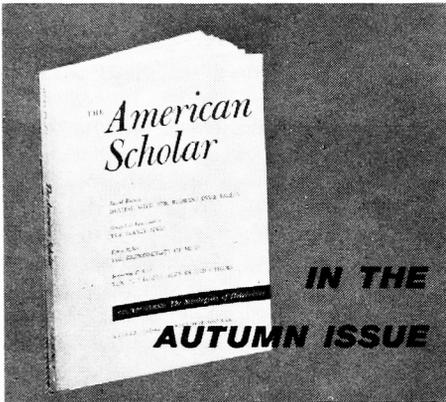
I do not mean to imply by this that there are not good teachers who have graduated from large universities who would be content and successful teaching in small colleges. To do so I should have to admit that I am not a good teacher. But when we are talking about the problem of faculty recruitment in small colleges we are talking about statistics, and hence about probabilities. And it seems clear to me that the probability strongly favors the small college as the undergraduate origin of the small college teacher. Many of our own best graduates want to return to Bethany to teach, and several have done so. Through all the rigors of graduate school they have longed for the quiet humanistic scholarship of their college, and this has enabled them to resist the seduction of the graduate seminar and the cyclotron.

I am not concerned about the danger of inbreeding if small colleges employ mainly graduates of small colleges. They have all been to graduate schools in between, and have been exposed to other, more virile, strains in higher education. The problem is, rather, that the small college typically does nothing to develop this potential resource until it is, in most cases, too late. Its teachers, accepting the social values which they acquired in graduate school, are often apologetic about their institution and their occupation. More than once I have heard a teacher say to a superior student, "Why in the world did you come here? You could have gotten into Columbia." Even though devoted to their profession, they more commonly make belittling references to it than do they urge it upon their better students. We used to have a career conference at Bethany, where representatives of different industries came to tell the seniors about the various careers that were open to them; college teaching was not even represented. We let them go on to graduate school, and spend anywhere from two years on under the influence

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## Liberal Arts College

(Continued from page three)

of its seductive charms, being wooed with assistantships, teaching fellowships, instructorships, and the constant iteration of its values. Only then, when the graduate degree has at last been earned, do we approach them with the offer of a \$4,000 a year salary and a 15 hour teaching load, mostly freshmen. Some of them will, miraculously, have retained their appreciation of the values of the small college, untended, uncultivated, and unfertilized; not even deliberately sown, though it was. Most of them do not. If they are good, they get better offers from larger schools, and take them; if they are not good, the small college may get them as a last resort for both parties, but this does not solve the problem.

Our approach to this problem is an attempt to make faculty recruitment a long term program of development rather than the usual fire-fighting project. By this I mean that we are trying to look beyond the needs of the coming academic year, to the needs which will be met, if at all, by students who are still in their undergraduate years. It is, of course, difficult if not impossible for us to reach back beyond the senior year at institutions other than our own. I have mentioned our letter to the Danforth Fellows; the fact that there were a thousand Woodrow Wilson Fellows prevented our using the same device with them this year, but we will develop some means in the future. What I have in mind here is not offering contracts to college seniors, not flooding their mail boxes with advertising material, but simply awakening in them, and attempting to keep alive in their minds, during their years of graduate school, the possibility of college teaching as a career, just as letters from home sometimes help the serviceman abroad to keep from falling prey to the temptations of exotic cultures.

With our own students, however, we can go back all the way to the freshman year with this process, and here we come at last to our Honors Program. The program is not for prospective college teachers, but we can assume that most of the prospective college teachers among our students are in the program. We do not there attempt to teach them to teach; what we attempt is, rather, to implant the idea of this as a possible and attractive career, and to cultivate that idea. To the extent that we are successful, of course, most of these students will go on to teach elsewhere than at Bethany. This is as it should be. We are casting our bread upon the waters, not in the expectation that it will come back soggy, but in the spirit that if all good small liberal arts colleges do likewise, all will benefit.

## New Members of Book Committee

A naturalist and a psychologist have joined the book committee of *The Key Reporter*. Marston Bates and Leonard Doob will be contributing reviews of current books in their special fields in the autumn and spring issues. Their first reviews appear on page five of this issue.

Marston Bates has been professor of zoology at the University of Michigan since 1952. On leave from the University in 1956, he spent a year as director of research for the University of Puerto Rico. From 1937 to 1952 Mr. Bates worked in Albania, Egypt, and Columbia as a member of the staff of the Rockefeller Foundation. Mr. Bates received his Ph.D. from Harvard University in 1934.

Mr. Bates is the author of *The Natural History of Mosquitoes*; *The Nature of Natural History*; *Where Winter Never Comes*; *The Prevalence of People*; *The Darwin Reader* (with P. S. Humphrey); *Coral Island* (with D. P. Abbott); and *Man in Nature*. In 1960, Mr. Bates received the Phi Beta Kappa Award in Science for *The Forest and The Sea*. His latest book, *Animal Worlds*, was published last month.

Leonard W. Doob is professor of psychology, director of Social Sciences, and chairman of African Studies at Yale University. He has been a member of the faculty at Yale since 1934, although he spent a number of years in work for the federal government. During the early part of World War II, Mr. Doob was chief consulting psychologist with army intelligence. In 1943 he joined the Office of War Information as chief of the bureau of overseas intelligence and a year later he became policy coordinator of the overseas branch.

Mr. Doob received his Ph. D. from Harvard University. He has been a member of the advisory board of the Institute for Propaganda Analysis and a senior staff member of the committee on human environments in Africa of the National Academy of Sciences. He is presently a member of the African Studies Association. He is the author of *Propaganda: Its Psychology and Technique*; *Competition and Cooperation* (with M. A. May); *Frustration and Aggression* (with J. Dollard and others); *The Plans of Men*; *Public Opinion and Propaganda*; *Social Psychology*; *Becoming More Civilized*; and *Communication in Africa*.

## THE KEY REPORTER

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**Recommended  
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**HUMANITIES**

Oscar Cargill  
Robert B. Heilman

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

**LEONARD W. DOOB**

*Treason in the Twentieth Century.* By Margret Boveri. G. P. Putnam's Sons. \$5.95.

A German journalist offers not psychological portraits of the leading traitors in World War II but sociological and philosophical speculation concerning common elements in their motives and milieus. She pays most attention to the German resistance movements which tried to overthrow Hitler on July 20, 1944. Her thesis attributing treason to a revolt against the middle class is not convincing, but her cogent analysis of a disturbing theme is provoking and stimulating.

*Frustration and Conflict.* By Aubrey J. Yates. Wiley. \$5.

An Australian psychologist provides an organized, critical, somewhat stolid summary of the experiments on conflict and of those seeking to discover the conditions under which frustration gives rise to fixation, aggression, and regression. Much of the work is based upon rats. Non-psychologists with patience are likely to be impressed by the precision and careful reasoning of the investigators; thereafter they will feel inclined to employ exciting psychoanalytic terms a trifle less recklessly.

*The People Look at Television.* By Gary A. Steiner. Knopf. \$7.95.

Superficial and profound feelings about virtually all aspects of television have been ascertained by interviewing two samples of 2,498 Americans at great length in 1960; the programs actually viewed have been estimated by studying special diaries maintained by still another sample of 300 families. The data are analyzed and discussed with masterful skill. The author essentially permits his readers to make their own decision, after learning the role television plays in this country, whether to be proud of the American race or to resign from it.

*The New Brahmins.* Selected and translated by D. D. Karve with the editorial assistance of Ellen E. McDonald. California. \$5.50.

Some of the personal and social problems faced by rather unusual people in the region of Maharashtra from the 1860's until the 1910's are depicted in these gripping, fragmentary life histories of five Brahmins. Changes in the old ways, induced by new ideas and values from elsewhere in India and from the West, are shown not as abstractions but as crises for real persons. It took incredible courage, for example, for a man to marry a woman who had been widowed at the age of eight and who was supposed to have spent the rest of her life in mourning.

*Man's Search for Meaning: An Introduction to Logotherapy.* By Viktor E. Frankl. Beacon. \$3.50.

A Viennese psychiatrist poignantly, movingly recalls significant events and feelings of his existence during three years in Nazi concentration camps. His survival was due to chance and to his own form of existential, future-oriented psychotherapy on which he had been working before the agony, which his physical and spiritual experiences there fortified, and which he here introduces briefly and provokingly.

**MARSTON BATES**

*Life and Disease: New Perspectives in Biology and Medicine.* Edited by Dwight J. Ingle. Basic. \$8.50.

A collection of rather technical journal articles: but any physician or biologist, reading them, will gain new insights into the living processes.

*The Human Body: Its Structure and Operation.* By Isaac Asimov. Houghton Mifflin. \$5.95.

Asimov, continuing his prolific explanation of different aspects of science, here describes the machinery of the body in easily understood terms.

*Mister B.* By Irving Petite. Doubleday. \$4.50.

Many people, these days, are writing accounts of life with their pets. But these can be enlightening as well as charming, as is the case with this account of the infancy and youth of a black bear that formed part of a ranch family.

*The Mountain Gorilla: Ecology and Behavior.* By George B. Schaller. Chicago. \$10.

This is written as a technical report on animal behavior: but it is also the first comprehensive field study of one of the great apes and it makes fascinating reading for anyone interested in either apes or people. Gorillas turn out to be tranquil creatures, little interested in either combat or sex.

*Animal Species and Evolution.* By Ernst Mayr. Harvard. \$11.95.

An outstanding authority on evolutionary theory here summarizes contemporary knowledge: not a light book, but an important one.

*Francis Bacon and the Modern Dilemma.* By Loren Eiseley. Nebraska. \$3.

Eiseley's appraisal of Bacon's ideas about science, education, and the state of man takes on particular interest if read in connection with Catherine Drinker Bowen's recent biography of Bacon.

*The Migrations of Birds.* By Jean Dorst. Houghton Mifflin. \$6.75.

A very thorough review of current knowledge of the puzzling phenomenon of bird migrations the world over. It is perhaps too detailed for any except confirmed bird enthusiasts, but there are plenty of these.

*The Life of Birds.* By Joel Carl Welty. Knopf. \$12.95. Text edition published by Saunders. \$9.

This is a thorough and well-illustrated review of the biology of birds—a handy volume for the book shelf of anyone with natural history interests.

**GEORGE N. SHUSTER**

*Memories, Dreams, Reflections.* By C. G. Jung. Recorded and edited by Aniela Jaffé. Translated by Richard and Clara Winston. Pantheon. \$7.50.

This volume of assorted musings, dictated unsystematically to one who thus has earned our gratitude, will probably raise as many doubts as to the metamedical value of psychoanalysis as it makes converts to Jung's views. It will be read particularly for its account of Jung's relationship with Freud and for narratives of dreams rich in symbolism.

*The Spirit of American Philosophy.* By John E. Smith. Oxford. \$5.75.

This study of the "golden age" in American philosophy and its decidedly silver aftermath is, remarkably enough, intelligible without lacking depth. Perhaps the best chapter is concerned with Whitehead, who spent enough time in this country to merit inclusion. Royce, Peirce, James, and Dewey are the other principal figures. A spirit of temperate optimism about the philosophical future informs the final section of this commendable essay.

*The Logic of Perfection: And Other Essays in Neoclassical Metaphysics.* By Charles Hartshorne. Open Court. \$6.

Notable for an incisive analysis of Anselm's ontological argument in terms of what the author calls the "neo-classical philosophy," the title essay is also a probing critique of the pertinent literature. It is followed by other papers—for instance, an incisive one on "Mind, Matter and Freedom"—which will enchant the reader by their mastery of dialectic even when they do not win his complete assent.

*Historical Atlas of Religion in America.* By Edwin Scott Gaustad. Harper & Row. \$8.95.

Though it offers 71 maps and 59 charts and graphs, all skillfully presented, Mr. Gaustad's book is much more. It seems the best, most effective approach to an overall, succinct presentation of America's religions so far available.

*Chauncey Wright and the Foundations of Pragmatism.* By Edward H. Madden. Washington. \$5.

A careful, well annotated review of the writings of one of the first American empiricists who was also a mordant contemporary critic of Emerson.

*Scholars and Mystics.* By Sister Mary Jeremy, O.P. Henry Regnery. \$4.50.

The story of a remarkable community of nuns in thirteenth century Germany.

*Conjectures and Refutations.* By Karl R. Popper. Basic. \$10.

Though the coruscations of Popper's amazingly brilliant mind may leave some readers breathless, this collection of papers ranging all the way from the early Greek thinkers to modern public opinion analysis is designed to exercise whatever muscles identifiable with critical thought one possesses. The central unifying idea is that knowledge begins with conjectures and ends—or at least comes to a halt temporarily—with the hypothetical recognition of some of the conjectures as probably the best obtainable in the circumstances.

*Letters from Vatican City.* By Xavier Rynne. Farrar, Straus & Co. \$3.95.

Whoever Xavier Rynne may be, these letters, which of course include two published in the *New Yorker*, have certainly proved that ecclesiastical reporting can be exciting, accurate, and if necessary indiscreet. The book is above all a tribute to the memory of Pope John XXIII.

*Philosophy and History: A Symposium.*

Edited by Sidney Hook. New York. \$6. Inevitably discursive, this seems one of the most interesting and helpful of the New York University symposia in philosophy so ably edited by Professor Hook.

#### LAWRENCE A. CREMIN

*The Economics and Politics of Public Education.* Syracuse. \$1.75 per volume, complete series of 12 at \$17.50.

Twelve brief studies—all of them available in paperback editions—prepared at the Maxwell School of Citizenship and Public Affairs, under a grant from the Carnegie Corporation. Some are more specialized than others, but all help to destroy the time-honored myth that American education is "outside of politics." The volumes entitled *Schoolmen and Politics*, *National Politics and Federal Aid to Education*, and *Cost and Quality in Public Education*, are probably of greatest general interest.

*Where, When, and Why: Social Studies in American Schools.* By Martin Mayer. Harper & Row. \$3.95.

A vigorous appraisal of social studies teaching in the elementary and secondary schools, based on a report originally prepared for the American Council of Learned Societies. Mr. Mayer's judgments are stated with refreshing candor, and while some readers will disagree, none will be bored. A final chapter, asking whether the work of the Physical Sciences Study Committee ought to serve as a model for curriculum reform in the social studies, is the most original single contribution of the volume.

*Anti-intellectualism in American Life.* By Richard Hofstadter. Knopf. \$6.95.

An engaging series of essays on an extraordinarily difficult historical problem: the persistent suspicion and resentment of intellectuals in American politics, business, religion, and education.

*Education for Modern Man: A New Perspective.* By Sidney Hook. Knopf. \$5.

A revised version of a treatise that has become something of a minor classic since its original publication in 1946. Of special in-

terest are Professor Hook's mordant observations on contemporary educational thought.

*American Education Today.* Edited by Paul Woodring and John Scanlon. McGraw-Hill. \$5.95.

An anthology of recent articles from the *Saturday Review's* monthly education supplement. The tenor is generally critical, the prose, unusually readable.

#### ROBERT B. HELLMAN

*The Story of the Night: Studies in Shakespeare's Major Tragedies.* By John Holloway. Nebraska. \$3.50, p. \$1.25.

Holloway approaches the tragedies anthropologically: they "ritualize reality" through a hero who becomes a scapegoat. Thus they afford an experience of sacrifice, evoking the sense both of community and of the cost of membership.

*English Poetry: And Its Contribution to the Knowledge of a Creative Principle.* By Leone Vivante. Preface by T. S. Eliot. Southern Illinois. \$6, p. \$1.95.

Analyzing many passages from 17 English poets, an Italian philosopher explores brilliantly the activities of the spirit represented in the images, and generalizes about the nature of art.

*Boswell: The Ominous Years 1774-1776.* Edited by Charles Ryskamp and Frederick A. Pottle. McGraw-Hill. \$8.50.

Though these entries do not have the continuity of some of the earlier sections, Boswell's personality and his comments on others remain extraordinarily interesting.

*The Newgate Novel 1830-1847: Bulwer, Ainsworth, Dickens, and Thackeray.* By Keith Hollingsworth. Wayne State. \$7.95. Relates criminal laws, reform laws, moral and literary conventions to a fictional mode that attracted both hacks and serious writers and raised important critical problems.

*George Gissing: A Critical Biography.* By Jacob Korg. Washington. \$6.75.

A comprehensive study, detached and perceptive, of the life and works of a writer of unusually contradictory impulses and aims.

*Documents of Modern Literary Realism.* By George J. Becker. Princeton. \$8.50.

Some 40 key passages are reprinted. French writers predominate, English and Americans come in second, and several other nationalities are represented. The lively historical introduction treats "naturalism" as a deviant term for "realism."

*The Lonely Voice: A Study of the Short Story.* By Frank O'Connor. World. \$4.

An introduction defining "submerged population groups" as the material of the short story is followed by essays on 11 masters—incisive, witty, sympathetic but never un-critical.

*The Tragic Comedians: Seven Modern British Novelists.* By James Hall. Indiana. \$5.95.

An excellently written and illuminating critical study of Huxley, Forster, Waugh, Cary, Hartley, Green, and Powell. Many other novelists are incidentally treated.

*The Gates of Horn: A Study of Five French Realists.* By Harry Levin. Oxford. \$8.50. A long essay on "Romance and Realism" precedes detailed and learned analyses of Stendhal, Balzac, Flaubert, Zola, and Proust.

*Rule and Energy: Trends in British Poetry Since the Second World War.* By John Press. Oxford. \$5.75.

Noting the flight from political engagement and technical experimentation since 1945, Press makes convincing evaluations of a score of poets, relating them undogmatically to predecessors and each other.

#### Also Recommended:

*John Donne's Lyrics: The Eloquence of Action.* By Arnold Stein. Minnesota. \$5.

*Rimbaud's Poetic Practice: Image and Theme in the Major Poems.* By W. M. Frohock. Harvard. \$5.

*Private Shaw and Public Shaw.* By Stanley Weintraub. Braziller. \$5.

*The Irish Comic Tradition.* By Vivian Mercier. Oxford. \$6.75.

*Roger Ascham.* By Lawrence V. Ryan. Stanford. \$7.50.

*A History of Soviet Literature: 1917-1962.* By Vera Alexandrova. Translated by Mirra Ginsburg. Doubleday. \$5.50.

#### ROY F. NICHOLS

*The American Image of the Old World.* By Cushing Strout. Harper & Row. \$4.75.

Though distant in miles, Europe has always been close in mind. From the mixture of hope and homesickness which has colored the immigrant's vision, Europe has never been omitted. Europeans have constantly moved west and then their descendants have looked back. At first they thought of Europe as a seat of wisdom and wonder. They went back for education and inspiration. Then they recrossed the Atlantic to find refuge from the crudities of the age of the robber barons. But as Europe entered into the troubled twentieth century, war and international chaos led Americans to return to help and, at length, to save. Within this latter phase there has been a degree of mutual disillusionment. The image in its previous phases quite clear, is now distressingly blurred. Americans must be continually concerned with it. Here is an excellent guide.

*Washington: Village and Capital, 1800-1878.* By Constance McLaughlin Green. Princeton. \$8.50.

The national capital city was made to order and its evolution followed specifications which are of record. The material available to the historian is voluminous and on the whole well preserved. Burned once and at another time in the midst of civil war, a peculiar experiment in government, unlike anything else in the history of this democracy, a city without industry, and peculiar in that it has always been the center of organized impurity and extravagant recreation, it is unlike any other city, for never until recently were others such conceived of. Whether Australia and Brazil will follow this pattern, time will reveal. Such an unusual metropolis needs an experimental historian with a gift for pattern-making. Such this historian is.



*Puritan Village: The Formation of a New England Town.* By Sumner Chilton Powell. Wesleyan. \$15.

The transit of English institutions and individuals across the Atlantic in the seventeenth century and what happened to them in the transfer is a theme that calls for meticulous attention to sources scattered on both sides of the water. Attempts at such study often end up in detailed studies in American depositories and hasty scanning of European material. But this study is different. Sudbury, Massachusetts, its settlers, their English training and the institutions and environment of their early lives have been given extensive attention. Many easy generalities have been brushed aside and the people and their experience are provided with convincing description and interpretation. A gifted artist has provided unusual illustrations. Besides, it is a beautiful example of the book-maker's art. Fortunate Sudbury.

*Visible Saints: The History of a Puritan Idea.* By Edmund Sears Morgan. New York. \$4.50.

History often crystallizes very soon after events and remains fixed. So it was with our New England ancestors and their English forbears. Definitions of Pilgrims and Puritans were achieved early and projected back into England. This book examines their simplicity and compares it with the complexity that was reality. This is the truth about the way in which the American experience of certain zealots in flight from reality almost destroyed their efforts. It is an excellent commentary on the need of a general restudy of the work of first generation historians.

*Man and Nature in America.* By Arthur A. Ekirch, Jr. Columbia. \$4.50.

Man has seldom had so much "nature" as in America. The ecological influence of so vast an estate upon a society with such a quantitative and qualitative history is not too clearly grasped. So much "nature" was there that men grew up in a tradition of carelessness and waste. However, there have always been those of a more thrifty or scientific habit who realized the desirability of maintaining the balance of nature and increasingly of late they have been urging their fellows to extricate themselves from this web of wasteful destruction of the means of living. The need of more thoughtful use of intellectual as well as material resources is underlined with frightening force now that man is a few push buttons away from the destruction of all his handiwork. Would that many would read and heed this history of the problem. It can be done in a very profitable half day.

#### Also Recommended:

*Justice Oliver Wendell Holmes: The Proving Years, 1870-1882.* By Mark DeWolfe Howe. Harvard. \$5.

*The Confederate Constitutions.* By Charles Robert Lee, Jr. North Carolina. \$6.

*Manifest Destiny and Mission in American History: A Reinterpretation.* By Frederick Merk. Knopf. \$5.95.

*Negro Slavery in Louisiana.* By Joe Gray Taylor. Louisiana State. \$6.

*We the Women: Career Firsts of Nineteenth Century America.* By Madeleine B. Stern. Schulte. \$7.95.

*The Farm Bureau and the New Deal: A Study of the Making of National Farm Policy, 1933-40.* By Christiana McFadyen Campbell. Illinois. \$4.75.

#### NORMAN J. PADEFORD

*The Ordeal of Coexistence.* By Willy Brandt. Harvard. \$3.

*Toward an Atlantic Community.* By Christian A. Herter. Harper & Row. \$2.95, p. \$1.25.

Mayor Brandt gives a ringing appeal for closer collaboration between Europe and America and for a positive conception of German reunification with consideration for the security of all. Former Secretary of State Herter provides a rather formalistic case for enlarging the scope of NATO and the Common Market.

*The Coming Explosion in Latin America.* By Gerald Clark. McKay. \$6.75.

The Canadian author of *Impatient Giant: Red China Today* finds Fidelismo (i.e. Castroism) the greatest single force in Latin America today and the Alliance for Progress not getting down to the grass roots fast enough. The message in brief: "No outpouring of generous wealth will have any substantial meaning, or penetrate deeply enough, unless Latin America's own members of the aristocracy and oligarchy undergo a basic transformation in mentality. The dilemma no longer is whether these men will change but whether there is time." Only drastic reforms can avert severe explosions. A book deserving the widest reading.

*A New Deal for Latin America: The Alliance for Progress.* By Lincoln Gordon. Harvard. \$3.25.

A sober analysis of the program that hopes to mobilize \$20 billion over ten years to accelerate economic and social progress. The author sees a need for sustained co-operation, a will to make democratic institutions work for the people, and a mystique comparable to the New Deal.

*Africa Unbound: Reflections of an African Statesman.* By Alex Quaison-Sackey. Praeger. \$4.95, p. \$1.95.

An admirably written exposition of the African independence movement, the qualities of the African personality, the moves toward unity, and the policies being pursued in the United Nations. Distinctly Ghanaian in outlook but broadly sympathetic and interpretive. Warmly recommended.

*The Mind of Africa.* By W. E. Abraham. Chicago. \$4.

A philosophical analysis of the forces "fulgurating" in Africa; a plea for a "radical solution" employing African traditions and heritage.

*Cultural Relations and U. S. Foreign Policy.* By Charles A. Thomson and Walter H. C. Laves. Indiana. \$6.95.

A serious appraisal of the cultural and scientific adjuncts of foreign policy by two former government officials with extensive experience.

*Burma's Foreign Policy: A Study in Neutralism.* By William C. Johnstone. Harvard. \$7.50.

A penetrating review of Burma's foreign relations by a leading expert. The author

believes the nation has passed into Red China's sphere of influence thus opening a route to the Indian subcontinent. Highly recommended.

*The Arabs and the World: Nasser's Arab Nationalist Policy.* By Charles D. Cremeans. Praeger. \$6.50, p. \$2.50.

This book examines the problems and policies of the Arab world and America's response to them. Instructive reading.

*Peace-Keeping by U. N. Forces: From Suez to the Congo.* By Arthur Lee Burns and Nina Heathcote. Praeger. \$6.

*The United Nations Emergency Force.* By Gabriella E. Rosner. Columbia. \$6.75.

In the first of these volumes two Australian authorities provide a detailed study of the operations of U. N. Forces focusing chiefly on the Congo experience. Miss Rosner's commendable study concentrates on the background, status, functions, composition, and financing of the Middle Eastern Force. Both books conclude that the U. N. operations have been on the whole successful. Burns and Heathcote believe the U. N. has a considerable way to go in overcoming inadequate logistics, decentralization of discipline, lack of adequate policing authority, and general lack of experience among units with international staff work. Miss Rosner foresees modest possibilities of expanding on the UNEF experience but doubts the wisdom of trying much beyond the hiring of a permanent commander and staff, negotiating model agreements for supply of contingents, and making some long-range studies of potential trouble areas.

*Military Strategy: Soviet Doctrine and Concepts.* Edited by Marshal V. D. Sokolovsky. Praeger. \$6.50.

*The New Face of Soviet Totalitarianism.* By Adam B. Ulam. Harvard. \$5.25.

The Sokolovsky volume is an English translation of a leading work on military concepts, strategic doctrine, leadership, and methods of conducting warfare in the USSR. It is timely in the light of recent Soviet-Western negotiations. Ulam provides a discerning commentary on the adaptations of Soviet politics in the past eight years.

#### Also Recommended:

*A History of American Foreign Policy.* By Alexander DeConde. Scribner's. \$12.

*To Katanga and Back: A UN Case History.* By Conor Cruise O'Brien. Simon and Schuster. \$5.95.

*Quiet Crisis in India: Economic Development and American Policy.* By John P. Lewis. Brookings. \$5.75.

*Leadership in Communist China.* By John Wilson Lewis. Cornell. \$5.

*The Peaceful Atom in Foreign Policy.* By Arnold Kramish. Harper & Row. \$5.50.

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development that can spread through the United States and the world, and help shape a body of mature men and women who can have a profound influence in directing the forces for peaceful change in this revolutionary age.

Several elements in the Rensselaerville program are worth emphasizing here, since it is intended as one prototype that can be usefully followed in other communities. There were no entrance requirements, no examinations, no marks or grades. As the invitation to attend the Institute reads "The love of learning is the only requisite." There were, of course, fees, but these were of a rather modest character, and this raises one of the basic practical questions concerning the association: how do we propose to initiate and finance operation of the institutes?

The answer is simple. We look to local groups of reputable, high-minded people to set the program in motion in their own areas. We are prepared to work with these groups, providing them with carefully developed study programs and a superior faculty. But the costs of the institutes must be met by local groups. Basically, of course, the costs can be met through enrollment fees, but where these prove inadequate, the deficit must be taken up by local community leaders, businessmen or others interested in the many values accruing from so significant a civic enterprise.

More basically, we hope to attract sufficient financial support from a foundation or from a generous individual interested in advancing our aims. We hope, too, to work with industrial organizations both in their plans for their retirees, and for their executives who can benefit greatly from periodic refresher programs after their years out of school.

The Rensselaerville Institute is an example of the way in which the first

approach to the problem is handled. The eight-week Institute on Man and Science (July 8-August 30) was organized in cooperation with a group of local leaders and the Council on World Tensions. Participants paid on the basis of \$50 for two weeks, (the minimum enrollment period) or \$200 for eight weeks, plus a registration fee. Lodging and dining facilities were arranged through the local committee. A vice-president of the association provided the program and the faculty. The cultural—and human—success of the Institute could hardly be disputed, since it has brought the student body together with stimulating teachers and with such personalities as Sir Muhammad Zafrulla Khan, Ambassador from Pakistan to the United Nations; Professor Harlow Shapley, Harvard astronomer and astrophysicist; Professor Wallace Sokolsky, New York University historian; Richard Witkin, *New York*

*Times* aerospace reporter; Brooks Hays, Special Assistant to President Kennedy; Chief S. O. Adebo, Ambassador from Nigeria to the United Nations; Louis Nizer, the famous attorney and author; Dr. Mortimer Ostow, psychiatrist; and many others.

History is on our side. Gladstone began the study of a new language at the age of 70; Titian put some of his greatest works on canvas between the age of 60 and 99; Goethe wrote *Faust* when he was in his seventies; and Bismarck reached the peak of his effectiveness as a septuagenarian.

The potential of Americans who are retired or about to retire is as yet untapped. The Oliver Wendell Holmes Association is here to help them tap their full capacities.

*Mr. Mather will conclude his remarks on the Oliver Wendell Holmes Association in the winter issue of The Key Reporter.*

## Sibley Fellowship Winner Announced

Joan M. Bigwood has been named the recipient of the Mary Isabel Sibley Fellowship for 1963. Miss Bigwood will use the \$3500 stipend from the Fellowship to complete work on a study of Ctesias of Cnidus. She expects to submit this study as her doctoral dissertation to Harvard University. The Mary Isabel Sibley Fellowship was offered this year in the fields of Greek language, literature, history, or archaeology. The judges for this year's Sibley Fellowship were Gertrude E. Smith, visiting professor of Classics at the University of Illinois, Norman L. Torrey, professor of French, emeritus, at Columbia University, and L. R. Lind, professor of Classics at the University of Kansas.

A Scotswoman, Miss Bigwood attended the University of St. Andrews for four years and graduated with First Class Honors in Latin and Greek. Since 1959, Miss Bigwood has been a student in the Department of Classics at Harvard University. For the

past two years, she has served as a teaching fellow in the department, teaching Elementary Greek Composition.

Miss Bigwood speaks, writes, and reads French and has a reading knowledge of German and Italian. Upon completion of her work at Harvard, she expects to teach at the college level and to continue work in the general area covered by her dissertation.

Next year the Mary Isabel Sibley Fellowship will be offered in the field of French. The Fellowship may be used for the study of any aspect of French literature or language. Candidates must be unmarried women between 25 and 35 years of age. They must hold the doctorate or have fulfilled all the requirements for the doctorate except the dissertation. They must also plan to devote full-time work to research during the year in which the Fellowship is awarded. Application forms may be obtained from Mary Isabel Sibley Fellowship Committee, 1811 Q Street, N.W., Washington 9, D. C.

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