

# the **KEY** reporter

volume xxx • number one • autumn 1964

## Alpha of Vermont Is Host To Twenty-seventh Triennial Council

The 1964 Phi Beta Kappa Council meetings were held August 30-September 2 at Burlington, Vermont, upon the invitation of Alpha of Vermont. The Council, which is the legislative body of the United Chapters, convenes every three years to transact business for the Society as a whole. Attending this year's Council were more than two hundred delegates and alternates representing 143 chapters and fifteen associations.

Whitney J. Oates, Avalon Professor of the Humanities at Princeton University, was elected president of the United Chapters of Phi Beta Kappa, succeeding William C. DeVane, Sanford Professor of English at Yale University. H. Bentley Glass was elected Vice-President. As Vice-President, Mr. Glass becomes chairman of the Phi Beta Kappa Foundation.

Mr. Oates, a distinguished classicist and member of the Princeton University faculty since 1927, is chairman of the Council of Humanities at Princeton. Mr. Oates' special fields are Greek drama and ancient philosophy. He is the author of *Aristotle and the Problem of Value* and *The Influence of Simonides of Ceos upon Horace*.

Mr. Glass, an authority on human genetics, is professor of biology at Johns Hopkins University. He served as a member of the advisory committee on biology and medicine for the Atomic Energy Commission from 1955-1963 and has been on the National Academy of Science's committee on the biological effects of atomic radiation since 1955.

(Continued on page two)



photo courtesy of Oren Jack Turner

WHITNEY J. OATES, president of the United Chapters of Phi Beta Kappa for the triennium, 1964-67.

## SEVEN New Chapters for Phi Beta Kappa

Acting on the recommendations of the Senate and the Committee on Qualifications, the Council voted to grant charters for new chapters to Phi Beta Kappa faculty members at seven institutions. The seven institutions are: UNIVERSITY OF CALIFORNIA AT RIVERSIDE, Riverside, California, EARLHAM COLLEGE, Richmond, Indiana, GEORGETOWN UNIVERSITY, Washington, D.C., UNIVERSITY OF MARYLAND, College Park, Maryland, UNIVERSITY OF MASSACHUSETTS, Amherst, Massachusetts, UNIVERSITY OF NEW MEXICO, Albuquerque, New Mexico, and the UNIVERSITY OF TENNESSEE, Knoxville, Tennessee. The addition of seven new chapters raises the total number to 176 chapters of Phi Beta Kappa.

At the beginning of the triennium 1961-64, forty-two institutions applied for

study to the Committee on Qualifications. Application, however, does not lead automatically to a visit of inspection. The Committee prefers not to visit an institution unless the prospects of a favorable recommendation are reasonably bright. For the triennium 1961-64, as in any triennium, the competition for inspection was stiff. Since there is a practical limit to the number of institutions the Committee can visit in any given triennium, only a fraction of the applying institutions survives the preliminary screening.\*

In this last triennium, the Committee on Qualifications selected ten institutions for intensive study and for visits of inspection. The institutions were selected for study primarily on the basis of the information they reported about the requirements for admission and for the liberal bachelor's degree, the foreign language

requirement, the pattern of senior enrollment by departmental major in the college of liberal arts, the faculty Ph.D. ratio, the library collection, the financial resources of the institution, the faculty salary scale, and other significant qualitative and quantitative aspects of the educational program.

The petition for a chapter is granted to the Phi Beta Kappa faculty members at a college or university, rather than to the institution itself, since the initial request for a chapter must come from the faculty group. The new chapters will be installed as soon as the charter members have completed arrangements for the establishment of the chapters.

\* Applications may be renewed in a subsequent triennium and renewed applications come before the Committee on the same footing with applications from institutions applying for the first time.

# It Was Not All Work At The Council . . .

Please don't be misled by the serious tone of the articles on page one, it was not all work for the delegates to the Council, as the photographs on this page bear witness. The host chapter, under the imaginative leadership of Frederic C. Marston, Jr., president, had planned a variety of entertainment that would appeal to the different tastes and interests of the delegates. For example, on Sunday afternoon following registration, delegates were treated to a spectacular buffet dinner. After dinner, they went by bus to the Arena Theatre on the main campus to attend a special performance of *As You Like It* presented by the Champlain Shakespeare Festival. Delegates were put in the proper mood for this rollicking and merry play by costumed minstrels who performed before the play began.

On Monday afternoon when the first council session had ended, the delegates were invited to attend a cocktail party given in their honor by the host chapter. Later in the evening, delegates assembled in the dining hall for the Council banquet

and for the major address which was delivered by Barnaby C. Keeney, president of Brown University. Mr. Keeney's address is printed on the next page.

The following afternoon delegates had the opportunity to take one of three tours offered by the host chapter. One group went to the Shelburne Museum, seven miles south of Burlington for a visit to 18th and 19th century New England. A second group went to Stowe and Mount Mansfield, forty miles east of Burlington, where a few hardy delegates took the chair lift to the top of Mount Mansfield. A third group took the ferry trip across Lake Champlain to New York and back.

Delegates who elected to pass up these activities were able to take advantage of the University's facilities for tennis, swimming, and bowling. For those delegates who didn't want to be quite that active, there was a multi-cup coffee urn in the lounge that gave the more passive delegates the opportunity to sit and sip and talk and watch the rest of the delegates rush by.

## Twenty-seventh Triennial Council

He is the author of *Genes and the Man* and *Science and Liberal Education*.

The Nominating Committee presented a slate of fourteen names for the election of nine senators-at-large and reported the names of two candidates nominated by each of three Districts. Re-elected as senators-at-large for the term 1964-70 were retiring President William C. DeVane, Irving Dilliard, editor, newspaper columnist, writer, and lecturer, John W. Dodds, professor of English and director of Special Programs in the Humanities at Stanford University, incoming President Whitney J. Oates, Anne G. Pannell, president, Sweet Briar College, and Louis B. Wright, director, the Folger Shakespeare Library. New senators-at-large are G. Alexander Heard, chancellor, Vanderbilt University, Herbert J. Muller, professor of English and government at Indiana University, and Logan Wilson, president, American Council on Education. The new District senator for the South Central District is Karlem Riess, associate professor of physics at Tulane University. Edward C. Kirkland, professor emeritus of history at Bowdoin college was re-elected to represent the New England District. Ernest L. Mackie, professor of mathematics at the University of North Carolina was re-elected to represent the South Atlantic District.

(Continued from page one)

Other actions taken by the Council included:

- Unanimous approval of the merger of the Gamma and Delta Chapters of Wisconsin at Lawrence University. Council approval of the merger was necessary because on June 1 of this year Milwaukee - Downer College merged with Lawrence College to become Lawrence University.
- Rejection of a proposed amendment to Article V of the Constitution which would have given voting privileges in the election of Senators to delegates of chartered associations.
- Adoption of a resolution which calls for the establishment of a National Humanities Foundation. The resolution reads in full:

*Resolved, that the 27th Triennial Council of the United Chapters of Phi Beta Kappa record its enthusiastic support of the Report of the National Commission on the Humanities and of the basic principles of H.R. 12406 of the Second Session of the 88th Congress, a bill introduced by Representative William S. Moorhead of Pennsylvania calling for the establishment of a National Humanities Foundation. The Council urges that Chapters, Associations, and individual members of the Society do everything in their power to promote discussion of the bill.*

Photos courtesy of University of Vermont



# A Proposed National Foundation for the Humanities

by Barnaby C. Keeney

President, Brown University, Chairman, Commission on the Humanities. Mr. Keeney delivered this address at the Triennial Council of the United Chapters of Phi Beta Kappa on 31 August 1964.

(EDITOR'S NOTE: Last May, the Commission on the Humanities released its report—the culmination of a year-long study—on the state of the humanities in the United States. The United Chapters of Phi Beta Kappa was one of three sponsoring groups which established the Commission on the Humanities. The other sponsors were the American Council of Learned Societies and the Council of Graduate Schools in the United States.

The central feature of the report is the Commission's recommendation that Congress establish a National Foundation for the Humanities and appropriate funds for its operation. In support of this recommendation the Commission stresses the essential role of the Humanities in shaping and strengthening our national ethic, our taste, our imagination, our aesthetic sense, and our spiritual lives. According to the Commission, the establishment of a National Foundation for the Humanities would help to ensure that the study and practice of the humanities remain strong and vigorous not only in our colleges and universities but throughout our society, and that its benefits are available to all segments of the population.

Copies of the report have been distributed to key members of the federal executive, all congressmen, governors, state superintendents of education, presidents of colleges and universities, and many other individuals and groups. A free copy of the full report may be obtained by writing to the American Council of Learned Societies, 345 East 46th Street, New York, New York 10017.)

The Commission met frequently throughout the year 1963-64. We defined the humanities as the study of languages, literature, history and philosophy, the history, criticism, and the theory of art and music, and the history and comparison of religion and law. We placed the creative and performing arts within the scope of the Foundation on the grounds that they are the very substance of the humanities and embrace a major part of the imaginative and creative activities of mankind. We proposed that a National Foundation, supported largely but not entirely by federal appropriations, be established to promote the development of these activities, but by no means to control them. We proposed that the Foundation be authorized to support humane activities throughout the whole of our national life—in the schools, in the colleges and universities, in the libraries, museums, art galleries, and in the theater and the concert hall. In short, we did not envisage the Foundation as entirely or even primarily an academic enterprise, but rather one which would attempt to touch every facet of American life. We proposed that the Foundation be empowered to help institutions and organizations develop their programs and to help individuals develop their scholarly and creative competence, and to provide facilities where each might take place. So much for the proposals.

The proposals were received with unbounded enthusiasm in some quarters, limited approval in others, and silence in some of the most important places. As expected, most humanists favored the proposals, although some felt that it was more in their interest and in the interest of scholarship to remain aloof from federal support. It was not surprising that scientists endorsed the proposals, particularly through an editorial in the influential publication *Science*, for per-

ceptive scientists have long realized that their work is best carried on in a humane environment. Two important questions recur in the discussion: the first, Should federal funds be used for the humanities and arts? and the second, Should an independent foundation be established or should a program be carried on through existing governmental agencies? I propose to concentrate my remarks on these two questions.

Should federal funds be used for the humanities and arts? This is, of course, the question that must be answered first. The arguments that federal funds should not be so used are based on grounds that run from principle through economics to tactics and expediency. The basic fear is that the use of federal funds in these sensitive areas will lead to control of thought in a way much more dangerous than the possibility of control of thought in science and technology. There are good grounds for such a fear. The painting and sculpture approved by the Soviet Union does not inspire the same admiration as Soviet achievements in physics and in space. On the other hand, however, art subsidized by the French government has in our times occupied a more important place than science subsidized from the same source. One may suspect that the nature and purpose of the government doing the subsidizing will have something to do with the degree and effect of control. I myself feel that if the federal government in this country ever takes control of the humanities, the arts, and the social studies—or the sciences themselves—it will not be primarily because the government has spent money on them; it will be because the people of the United States tell their representatives that they wish such control to be exercised. If the people make such a decision, there will be control whether funds are expended or not. I do not be-

lieve that they will wish to reach such a decision.

It is sometimes asserted that funds should not be expended on the humanities because we have problems of higher priority and but limited funds. The amount that could prudently be expended in a decade would not exceed the amount necessary to get a man on the moon a year earlier than we otherwise might. Later on I shall advance the argument that the health of our culture is more important to us both at home and abroad than a moonless year.

The *Los Angeles Times* approves the humanities, but questions the need of additional expenditure for them on the grounds that an appropriate number of students study them. I believe this conclusion is based upon statistics published by the United States Office of Education on earned degrees conferred in 1961-62. In that year some 72,000 bachelor degrees were conferred in the arts and humanities, including arts education, whereas 180,000 odd were conferred in the social sciences, mathematics, engineering, the physical sciences, and the biological and health sciences. This would seem to be an appropriate distribution. However, it is a splendid illustration of the danger in reading only the first column of the statistics. Over in the third column one finds that only some 1,500 doctorates were conferred in the humanities, while about 8,000 were conferred in the other fields, a most inappropriate distribution of an inadequate total. One must conclude from these data that the undergraduates studying the humanities a decade from now will be less well taught than students in the other fields, and that their numbers will exceed their training.

An argument of expediency is that federal expenditures in the humanities will

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discourage private and particularly foundation giving. The record, however, shows that private foundations have expended more money and a greater percentage of their funds on the sciences and engineering since the establishment of the National Science Foundation than before. Anyone who has raised money knows that money goes where money is, and he is likely to suspect that abundance of funds, from whatever source, will increase rather than decrease the flow of additional funds.

One of the tactical arguments is based upon the fear that a new foundation will make blunders in its initial gifts, will become the target of Congressional criticism and the laughingstock of the public, will quickly disappear and set back rather than advance the cause of the humanities and arts. I see no reason to believe that the sort of Board and Director proposed for the Foundation would make any more stupid mistakes than any other board and I suspect that they would be able to defend themselves and their decisions.

Finally, some mature humanists have argued that funds are not necessary at all, that they themselves starved in their youth and it was good for them, and that their intellectual offspring should starve as well. Poverty is a virtue greatly exaggerated by those who no longer practice it.

The arguments for the use of federal funds to support the humanities range likewise from principle to expediency, and even to nonsense. I shall start with the last. Some humanists are apt to say in private and in public: "I am a humanist. I like doing my research. I am as important as the scientist. Do not ask me what my research is good for, because that would destroy its purity. Just give me some money." The more often this argument is asserted, the less likely is the establishment of a National Humanities Foundation, because our Congress has no right to spend federal funds for anything that does not give some assurance of advancing the national interest.

Then it is argued that the development of technology and automation and a greatly increased national product will reduce the labor force, and the working day of those who remain in it, to the point where the use of leisure will become an increasingly serious problem. Therefore we must educate ourselves and our children to use leisure properly and profitably, particularly through the improvement of our minds, and we must provide greater opportunities for humane study and artistic appreciation. This is an important argument, but is perhaps a second-rate one. The real problem is not the utilization of leisure, important as it

may be, but rather the development of an ethic and an outlook appropriate to new circumstances. We have now an ethic in which work is equated with virtue. Before long we shall have to develop one where not to work very long for a living and to be content is as virtuous as labor itself. This will require hard work by some well-trained philosophers who have competence outside the area of symbolic logic. We are going to need those philosophers very badly. As important is the use of the freed time. We can employ it trivially or constructively. Despite the interesting work of intellectual primitives, most enduring literature and art are the product of people who possessed a body of humane knowledge about which to think, write, or paint, and most social advance has been accomplished by persons who know the society and its background.

Then it is argued that history will judge us by our culture rather than by our material accomplishments. Therefore we must polish up our image for the greater edification of future generations and also for the admiration of the underdeveloped nations that are alleged to have great respect for culture and none at all for bathtubs. It is probably a sound rule to believe that one's image will take care of itself if one does what he should, provided always that he has a good public relations man. This argument, therefore, is at best peripheral. Let us instead concentrate on what we should do.

The humanities and arts are of central importance to our society and to ourselves as individuals. They at once express and shape our thoughts. They give us the beautiful to see and teach us what to look for. The development of thought undoubtedly reflects institutions and circumstances, but these are shaped by ideas. The two are, in fact, inseparable. Our relations to one another as individuals and to our society are formed and determined by what we know and think. Our use of knowledge is inseparable from our ability to express it in words or in shapes. Only through the best ideas and the best teaching can we cope with the problems that surround us and the opportunities that lie beyond these problems. Our fulfillment as a nation depends upon the development of our minds, and our relations to one another and to our society depend upon our understanding of one another and of our society. The humanities and the arts, therefore, are at the center of our lives and are of prime importance to the nation and to ourselves. Very simply stated, it is in the national interest that the humanities and arts develop exceedingly well.

(Continued on back cover)



# reading *recommended by the book committee*

humanities

social sciences

natural sciences

GUY A. CARDWELL, JOHN CURNOS,  
RICHARD HARTER FOGLE, GEORGE N. SHUSTER  
LEONARD W. DOOB, FREDERICK B. ARTZ,  
LAWRENCE H. CHAMBERLAIN, NORMAN J. PADEFORD,  
EARL W. COUNT, LAWRENCE A. CREMIN,  
LOUIS C. HUNTER, ROY F. NICHOLS  
MARSTON BATES, KIRTLEY F. MATHER

## RICHARD HARTER FOGLE

*William Blake: A Reading of the Shorter Poems.*

Hazard Adams. Washington. \$10.

The University of Washington Press has clothed this careful study sumptuously. The book is a step forward in the continuing exegesis of Blake, at present the most seminal of the great English romantic poets.

*Love's Cross-Currents: A Year's Letters.*

Algernon Charles Swinburne. Afterword by Marya Zaturenska. Signet Edition: New American Library. 60¢.

This paperback is a welcome addition to available Swinburne. Those who are unacquainted with this side of the mellifluous lyricist will be impressed by this cool and subtle tragicomedy.

*The Esdaile Notebook: Poems by Percy Bysshe Shelley.*

Kenneth Neill Cameron, editor. From the original manuscript in The Carl H. Pforzheimer Library. Knopf. \$6.95.

The publication of these early poems is an important event in Shelley scholarship. As Mr. Cameron says, they are "poems not of fulfillment but of promise"; they do, however, adumbrate Shelley's characteristic poetical qualities. More than half of the contents has never previously been published.

*Memoirs of Lady Ottoline Morrell: A Study in Friendship, 1873-1915.*

Robert Gathorne-Hardy, editor. Knopf. \$6.95.

An addition to literary memoirs by a famous patron and hostess, who knew such figures as Conrad, Henry James, Lytton, Strachey, Bertrand Russell, Virginia Woolf, D. H. Lawrence, and Yeats.

*The Agony and the Triumph: Papers on the Use and Abuse of Myth.*

Herbert Weisinger. Michigan State. \$5.

These essays relate myth to such topics as the history of ideas, Shakespearean tragedy, modern concepts of the Renaissance, Freud, Robert Graves as mythographer, and the creative process itself. The author has established himself firmly in the vast and controversial field of mythicist criticism and theory.

*The Mortal No: Death and the Modern Imagination.*

Frederick J. Hoffman. Princeton. \$8.50.

Metaphors of death, especially in fiction, though the title comes from Wallace Stevens. Mr. Hoffman concludes in "Existentialist Living and Dying," with self the measure of all things. Comprehensive and authoritative.

*The Living Novel and Later Appreciations.*

V. S. Pritchett. Random House. \$6.95.

A survey of the novel from Fielding "the ancestor" to the present. Deals primarily with the English novel, but glances at Italy, France, Russia, Spain, Austria, and the United States. Easy, lucid, compact, and remarkably weighty.

*Jubb.*

Keith Waterhouse. Putnam. \$3.95.

Funny and pitiful; also more controlled than the usual "angry young man" novel from Britain. Mr. Waterhouse displays poor septic humanity aberrantly wandering amid anti-septic civic planning.

*A Window to Criticism: Shakespeare's "Sonnets" and Modern Poetics.*

Murray Krieger. Princeton. \$5.

A fruitful application of current critical knowledge and technique. Acute, conscientious, and rather magisterial.

## LEONARD W. DOOB

*Human Behavior: An Inventory of Scientific Findings.*

Bernard Berelson and Gary A. Steiner. Harcourt, Brace & World. \$11.

An incredibly courageous attempt to extract nuggets from the scattered, Augean data of the so-called behavioral sciences. Fantastically, 1,045 generalizations emerge, and these are stated crisply, collated conveniently, and usually surrounded with evidence largely from countries in the West. The volume may stimulate the development of social science both directly and perversely: critics who shout "banal," "obvious," or "unproved" as they taste one or more principles are hereafter challenged to improve a particular statement either by collecting better data or by relating it to some other conclusion.

*The Three Christs of Ypsilanti.*

Milton Rokeach. Knopf. \$5.95.

An absorbing, detailed account of how three paranoid patients, each with a similar delusion, sought to retain or reorganize their sense of identity when in the interest of therapy and theory they were brought together and were thus compelled to recognize each other's conflicting claims to divinity. This confrontation reduced their pathetic loneliness in the crowded hospital, but effected no cure: a truly omniscient healer never appeared.

*Africa and Africans.*

Paul Bohannan. Doubleday. \$4.50 P. \$1.25.

A felicitously concise analysis of modern Africa's history and anthropology delightfully enlivened by relevant (though occasionally smart-alecky) jibes at the ethnocentrism of Westerners who would comprehend that continent's values and problems as well as by sparkling, provoking, original hypotheses.

*Six Cultures: Studies of Child Bearing.*

Beatrice B. Whiting. Wiley. \$12.50.

Straight-forward, no-nonsense, humorless descriptions of communities in Kenya, India, Okinawa, Mexico, the Philippines, and New England by teams of relatively young anthropologists who conscientiously and more or less uniformly collected their field data by following a conceptual scheme designed by the editor, her husband, and two colleagues. Some emphasis is placed upon the relation between children and parents because in subsequent tomes various hypotheses concerning socialization are to be unveiled and tested.

*The Urban Condition.*

Leonard J. Duhl. Basic. \$10.

Diagnoses and prognoses concerning heterogeneous but important aspects of American cities and their inhabitants. Two dozen scholars in disciplines extending from the biological to the legal are here corralled by the editor, a psychiatrist. The proposed therapies are diverse and not often clear, but they are on the whole stimulatingly pushed forward with sincere conviction.

*Corruption in Developing Countries.*

Ronald Wraith and Edgar Simpkins. Norton. \$5.95.

A first-rate demonstration of how the approach and data of history and social science can be legitimately utilized to produce more penetrating value judgments and hypotheses concerning social change. Corruption results from complicated interactions among past traditions, present problems, and the ensuing character people develop, whether the country be eighteenth or nineteenth century Britain or contemporary Nigeria. Chapter 3 is titled "Tout Comprendre c'est Quelquechose Pardonner."

## ROY F. NICHOLS

*A Transaction of Free Men.*

David Hawke. Scribner. \$5.95.

The great documents associated with the evolution of human rights are the result of much thought and often much negotiation. Their final contents depend on a complex of conditions and persons. This is the biography of the Declaration of Independence, a document not just dashed off.

**KEY**  
the reporter

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*Fettered Freedom: Civil Liberties and the Slavery Controversy, 1830-1860.*

Russel B. Nye. Michigan State. \$6.50. Freedom needs more than documents and declarations to insure it. Many have to sacrifice for it and more have to work hard for it. The experience of a century ago illumines today's difficulties.

*The Idea of the South: Pursuit of a Central Theme.*

Frank E. Vandiver, editor. Chicago For Rice University. \$3.95.

A university anniversary symposium by perceptive men sheds some light and suggests some hope. "The South is always changing." Is this the central theme which provides the grounds for hope?

*Doubters and Dissenters.*

Frederic Cople Jaher. Free Press. \$5.95. Dissent is stimulated by a fear of impending disaster and the cataclysmic thought stimulated thereby. This type of apprehension between 1885 and 1918 activated a variety of people ranging from Henry Adams to a series of insistent populists.

*Justice Daniel Dissenting: A Biography of Peter V. Daniel, 1784-1860.*

John P. Frank. Harvard. \$7.95.

The anatomy of dissenters needs to be compared with the conformity of the Organization Man if the meaning of rights is to be understood.

*Mississippi: The Closed Society.*

James W. Silver. Harcourt, Brace & World. \$4.75.

A significant document which brings home to the most casual reader the significance of our long tradition of a struggle for liberty.

## LAWRENCE A. CREMIN

*Realms of Meaning.*

Philip H. Phenix. McGraw-Hill. \$7.50.

An inquiry into the nature and structure of the several academic disciplines, along with a series of pedagogical recommendations that would literally work a revolution in the schools: viz., that all material for classroom instruction be drawn exclusively from the disciplines; that the material be selected so as to exemplify the representative ideas and methods of inquiry of the disciplines; and that it be organized so as to appeal primarily to the imagination of students.

*Education and the Public Good.*

Walter P. Reuther and Edith Green. Harvard. \$2.50.

Two wise essays on the role of the federal government in stimulating educational improvement. Both authors point out that Washington is already heavily committed to education—the Pentagon spends more on education and training than all the secondary schools of the United States—and that the question is not whether we shall have federal aid to education, but how that aid shall be dispensed, and for what.

*Gentlemanly Power: British Leadership and the Public School Tradition.*

Rupert Wilkinson. Oxford. \$6.

A study of the role of the Victorian-Edwardian public schools in the selection and training of Great Britain's political elite.

*Are Parochial Schools the Answer?*

Mary Perkins Ryan. Holt, Rinehart and Winston. \$4.

*Federal Aid to Private Schools.*

Leo R. Ward. Newman. \$3.95.

*Federal Aid and Catholic Schools.*

Daniel Callahan, editor. Helicon. \$3.95.

Three volumes that testify to the vitality of recent educational discussion within the Roman Catholic fold. Mrs. Ryan contends that preoccupation with a vast parochial school system has contributed to the religious impoverishment of the American Catholic community, and urges that the Church disengage itself from the business of mass education. Father Ward maintains that parochial schools serve a public purpose in a pluralistic society, and hence ought to enjoy a measure of public support. The contributors to the Callahan symposium—several of them non-Catholics—advance a number of fresh answers to an old and thorny question.

*Boyd H. Bode's Philosophy of Education.*

J. J. Chambliss. Ohio State. \$4.

A commentary on the work of one of the less well-known, but more tough-minded philosophers of progressive education.

*The Montessori Method.*

Maria Montessori. Bentley. \$6.50.

A new edition of a classic that first appeared in 1912, with an introduction by Martin Mayer exploring its contemporary relevance.

## Also Recommended:

*The Radical Tradition.*

R. H. Tawney. Rita Hinenen, editor. Pantheon. \$4.95.

*Southeast Asian University.*

T. H. Silcock. Duke. \$6.

*Post-Primary Education and Political and Economic Development.*

Don C. Piper and Taylor Cole, editors. Duke. \$7.50.

## MARSTON BATES

*The Year of the Gorilla.*

George B. Schaller. Chicago. \$5.95.

Schaller has now written a narrative account of his work with the gorillas; it contains the essence of his behavioral observations, published in monographic detail last year, and much else besides. His "grass-roots" view of Congo independence is especially noteworthy.

*Science: The Glorious Entertainment.*

Jacques Barzun. Harper & Row. \$6.

Mr. Barzun has written a thoughtful criticism of science: an evaluation of the role of this activity in the modern world, and of our attitudes toward it. Sometimes he seems to me querulous, as in some of the comments on behavioral scientists; but always he is thought-provoking. I particularly like his comments on our bewildered attempts at science teaching.

*Our Most Interesting Diseases.*

Harold Burn. Scribner. \$4.50.

Dr. Burn has written a straight-forward, sober, British sort of a book about the diseases most prevalent in our society: the diseases of older people. Cancer, coronaries, ulcers, bronchitis all get attention, with care-

ful reporting of recent research, but also with respect for accumulated knowledge. All of us are growing older, and it would surely not hurt us to learn more about the process.

*Ancient and Medieval Science.*

Rene Taton, editor. Basic. \$17.50.

The first of a projected four volume history of science, written mostly by French authorities, but ably translated into English by A. J. Pomerans. This volume carries the story from prehistoric beginnings to the middle of the fifteenth century; it seems to be both encyclopedic and accurate.

*Human Biology.*

G. A. Harrison, J. S. Weiner, J. M. Tanner, N. A. Barnicot. Oxford. \$8.

This compendium of information about the human animal by four well-known British authorities covers evolution, genetics, biological variation, growth and constitution, and ecology. It is an excellent reference book, but too full of facts for easy reading.

*Ulendo.*

Archie Carr. Knopf. \$5.95.

The travels recounted here are through Archie Carr's interesting mind as much as through Africa, which puts everything in a fresh perspective. His comments on lions, for instance, mostly concern the relationships they have developed with automobiles in the African parks—a previously neglected bit of ecology.

*Water and Life.*

Lorus and Margery Milne. Atheneum. \$5.75.

To keep the average American "clean, safe, comfortable and well-fed" requires 891 gallons of water per day—if all the world acquired American habits, water would limit the global population to 8.2 billion persons. The Milne book is full of figures like that, making a gloomy picture, but one that cannot be ignored.

*Essays of a Humanist.*

Sir Julian Huxley. Harper & Row. \$4.95.

Huxley has here gathered a variety of essays previously published in not-easily-available places. They concern Darwin, Humanism, God, education, time, population, birds—but whatever the subject, Huxley's comments are thought-provoking.

*The Life of Insects.*

V. B. Wigglesworth. World. \$12.50.

The ideal book for anyone wishing to have a volume on insects for reference in his library. It is authoritative, comprehensive, clearly written and beautifully illustrated.

## GEORGE N. SHUSTER

*The Cambridge History of the Bible.*

S. L. Greenslade, editor. Cambridge. \$8.50.

This handsome volume, dealing with the reading and printing of the Bible in the West from the Reformation to the present time, will be followed by one devoted to the period from Jerome to the New English Bible. Specialists, the majority of them British and American scholars, have been enlisted to write the various chapters. Their work is notably even in quality, though a tendency to stress strictly academic achievement is occasionally evident.

**Moral Philosophy.**  
 Jacques Maritain. Scribner. \$7.95.  
 Professor Maritain discusses ethical theories of the past, from Plato to Comte. The first chapters are grouped under the heading "The Adventures of Reason," and conclude with a critique of the Kantian ethic. Those which follow, constituting the major portion of the volume, are entitled "The Great Illusions" and are devoted to a study of Hegel, Marx and Comte. Unfortunately the translation appears to have been done somewhat jauntily. As might be anticipated, the "illusions" possess no charm for the author, who hopes to follow this analysis of friend and foe with a book setting forth his own views.

**An Episode in Anti-Catholicism.**  
 Donald L. Kinzer. Washington. \$6.50.  
 A well-documented study of the American Protective Association, once one of the most effective and well-supported of the alarums directed against the Roman Catholic Church, Professor Kinzer's book is an interesting contribution to the history of ideas as unfolded in the United States.

**In the Service of the Lord: The Autobiography of Bishop Otto Dibelius.**  
 Holt, Rinehart & Winston. \$5.50.  
 Bishop Dibelius tells of encounters with Nazism and Communism. For years the symbol of German Lutheran resolve to maintain and defend the faith, the author provides a straightforward tale of resolution, suffering an occasional triumph. Unfortunately there is no index.

**Black Religion.**  
 Joseph R. Washington, Jr. Beacon. \$5.  
 Exploring what for most Americans is uncharted terrain, Professor Washington contends that the Negro by and large has joined not the Christian Church but rather a variety of fellowships which spell out in Christian words his disenchantment, hardships and aspirations. A provocative book.

**Worlds Apart.**  
 Owen Barfield. Wesleyan. \$5.  
 A very interesting imaginary dialogue about basic relationships (or the absence of relationships) between the Sciences and the Humanities.

**Ecumenical Dialogue at Harvard.**  
 Samuel H. Miller and G. Ernest Wright, editors. Harvard. \$4.95.  
 Presenting papers delivered by Augustin Cardinal Bea and others at a March 1963 Colloquium, the book records an historic event.

**Medieval Philosophy.**  
 H. Sherman Shapiro, editor. Random House: Modern Library. \$2.45.  
 Readings from Augustine to Burdian, skillfully chosen and edited.

**What Is Existentialism?**  
 William Barrett. Grove Press. \$5.  
 Two readable essays, out of joint with each other, mostly about Heidegger.

**The Bhagavad Gita.**  
 Franklin Edgerton, translator and interpreter. Harper & Row. \$1.45.  
 A reissue, without the Sanscrit original, of a memorable edition of this classic.

**Ancient Jewish Philosophy.**  
 Israel Efros. Wayne State. \$7.95.  
 Essays notable for insight and poetic expression.

**JOHN COUNROS**  
*Romanesque Sculpture.*  
 Harald Busch and Bernd Lohse. Macmillan. \$10.95.

*Modern Sculpture: Origins and Evolution.*  
 Jean Selz. Braziller. \$17.50.  
 The sheer quantity of sculpture, mostly incorporated in architecture, in the twelfth century, was prodigious, its variety infinite as Messrs. Busch and Lohse volume shows. How they must have loved beauty, and the shaping of it! But something happened in the nineteenth and twentieth centuries, as Jean Selz's handsomely designed volume reveals. In the first half we have superb examples by such masters as Rodin, Rosso, Maillol, Bourdelle, etc. Then came Brancusi, Archipenko, and others, who began as distinguished traditionalists and ended as ultra-modern abstractionists, whose works may excite admiration, rarely, if ever, love.

*Art and Anarchy.*  
 Edgar Wind. Knopf. \$6.95.  
*Science: The Glorious Entertainment.*  
 Jacques Barzun. Harper & Row. \$6.  
*The Decline and Fall of the Romantic Ideal.*  
 F. L. Lucas. Cambridge. \$1.45.

Dr. Wind of Oxford has written an important and rather, to put it mildly, a disconcerting book in which he sees the arts as an activity which has grown marginal, the basic in life having been usurped by science and its offshoot, industrialism. In essence, Dr. Barzun agrees, and laments—rather entertainingly—the surrender of the arts to the popular aggressions of Science which now occupies a place in the all-comprehensive human Mind larger than it deserves. F. L. Lucas's book, first published in 1936, now available as a paperback, and the best on its subject, is a sort of precursor to both books; for the last important manifestation of art as a factor in life was the Romantic Movement. Students of the Humanities will find these books indispensable.

*The Classical Tradition in Western Art.*  
 Benjamin Rowland, Jr. Harvard. \$12.95.  
 The classical tradition is a touchy subject nowadays. Critics write about it with intelligence and lucidity. It is only when they try to demonstrate the accuracy of their theses with concrete illustrations that they "come a cropper." Picasso is the most flagrant example. To regard his later phase as Classicism and his earlier realistic phase as romantic is the most fatal error of our time. The human element was never divorced from classical art. In this sense the early Picasso was a classicist; the later Picasso merely decorative. Mr. Rowland


does not press his comparisons too far. That way disaster lies.

**Balanchine.**  
 Bernard Taper. Harper & Row. \$8.50.  
*Classical Ballet: The Flow of Movement.*  
 Tamara Karsavina. Macmillan. \$5.  
 The story of George Balanchine, the Russian who created the American ballet, an art sufficiently original to excite the Russians themselves, during his recent visit to his native land. Lavishly illustrated, the pictures no less than the text offer an eloquent account of his prodigious achievement. For the young person planning a career as a ballet dancer, a book by such a famous practitioner of the art as Miss Karsavina is indispensable. Fitting photographs and line drawings illustrate the rhythms of the human body in motion.

*The Personal Vision of Ingmar Bergman.*  
 Jorn Donner. Indiana. \$5.95.  
 A record of the personality and achievement of a great film-maker told by a brother film-maker.

# How Old Is Your ΦBK Key?

This question was asked by the Historian of the United Chapters, Professor William T. Hastings, in the summer 1962 issue of *The Key Reporter*. He was appealing to members of the Society for information about early keys in their possession, information that would help him to trace "the evolution of the Phi Beta Kappa key, from the silver medal of the Alpha of Virginia . . . through a considerable variety of medals and keys up to the adoption of a key of standard design." His researches, greatly aided by the response to his 1962 appeal, have uncovered a story unknown to most members of Phi Beta Kappa. Do you know, for example, why the number of stars on nineteenth-century keys varies from one to twenty-four? Or why nineteenth-century keys differ so markedly in size, in shape, and in design? These are only two of the questions to which answers will be found in the interesting story which Professor Hastings tells in an attractive booklet, *The Insignia of Phi Beta Kappa*, now available to members of the Society at 50 cents a copy.



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# National Foundation for the Humanities

(Continued from page four)

Finally, an argument of expediency: as in all matters relating to education and our development as a nation, we must move rapidly. We cannot postpone the solution of central problems. We must, therefore, produce massive support quickly. The most likely source of massive support today is the federal government.

Now the second question: should there be an independent foundation or should the humanities and the arts be supported through an existing agency? Congressmen have a natural disinclination to proliferate the already large number of independent executive agencies. It is proposed, therefore, that support of the humanities be achieved through the enlargement of the charter of the National Science Foundation, or by an increase of appropriation of the United States Office of Education, or through the Smithsonian Institution. It is alleged, and with good reason, that those agencies with which a cabinet officer is directly concerned are likely to flourish better year in and year out than those that depend directly upon the President. The past two years have been more abundant for the National Institutes of Health, with the Secretary of Health, Education, and Welfare at their head, than for the National Science Foundation, responsible directly to the President.

The National Science Foundation has done a superb job and has plenty to do. Its Board and its staff are oriented toward science, although many of them have a humane outlook as broad as most humanists and broader than many. The Commission felt that it would distract the National Science Foundation to have its

task enlarged, and that its work might thereby be hampered. It is quite true, however, that the sciences and humanities can be, and for many years have been, developed together in our universities. As for the Office of Education, it has long been associated with secondary and primary education, but in recent years, particularly since the passage of the National Defense Education Act, it has concerned itself increasingly with higher education and has served it very well. It now has power and funds to conduct limited activity in the humanities, and should be encouraged to do so. Were the Commissioner of Education a cabinet officer instead of a second echelon officer in the Department of Health, Education, and Welfare, there would be greater validity in the argument that no foundation is needed, and that all that is necessary can be done by the Office of Education. Moreover, the Office of Education is intended to be concerned with education. We envisage the National Humanities Foundation as having a much broader charter in activities extending into other facets of public and private life. Therefore, the Commission on the Humanities felt that it would be best to advocate a separate Foundation.

Honesty compels an admission that prestige has something to do with this. The scientists have their Foundation; the humanists should have theirs.

How shall one proceed from this time on? It is unlikely that any powerful member of the executive branch will advocate the establishment of a Foundation for the Humanities in an election year.\* It is not even likely that legislative officials seeking re-election will feel it timely to make a very strong case, although Representative

Moorhead of Pittsburgh has already introduced legislation, and a bill to establish a National Foundation for the Arts passed the Senate. The coming months need to be used to develop public support and understanding of our purpose. Phi Beta Kappa has a great many members, many of them in Congress. Colleges and universities have a great many alumni, and schools have more. Educational associations have a great deal of influence. All of these can work together to develop a climate of opinion favorable to the support of the humanities and the arts. There is already considerable support in Congress. Letters to Congressmen help them to act, and to support their actions.

Should one oppose activities toward the same end by the United States Office of Education and other agencies? I do not think so at all. I believe that we should concentrate on our purpose and support useful activity by the Office of Education, by private foundations particularly, and by any other respectable source of funds.

In doing so, it is essential that we behave as if we believe that what we study and write and what we advocate is relevant to our whole society. We shall not go far unless we do, and we shall be misrepresenting what we do unless we realize and proclaim that the humanities and the arts are as important as men's minds and souls and must be nourished as they are.

*\* However, President Johnson in an address at Brown University on 28 September 1964, said, "The values of our free and compassionate Society are as vital to our national success as the skills of our technical and scientific age. And I look with the greatest of favor upon the proposal by President Keeney's Commission for a National Foundation for the Humanities."*

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