

THE KEY REPORTER

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WINTER · 1938

An Outsider Looks at Education

JOHN KIRKLAND CLARK, *Yale '99*

President, New York State Board of Law Examiners

Excerpts from an address delivered before the Phi Beta Kappa Council in Atlanta, Georgia, September 10, 1937.

THOUGH frankly admitting a lack of direct personal knowledge of the process of teaching, except for two brief years of lecturing at Harvard Law School, I am rash enough to offer a few suggestions which I trust may prove helpful.

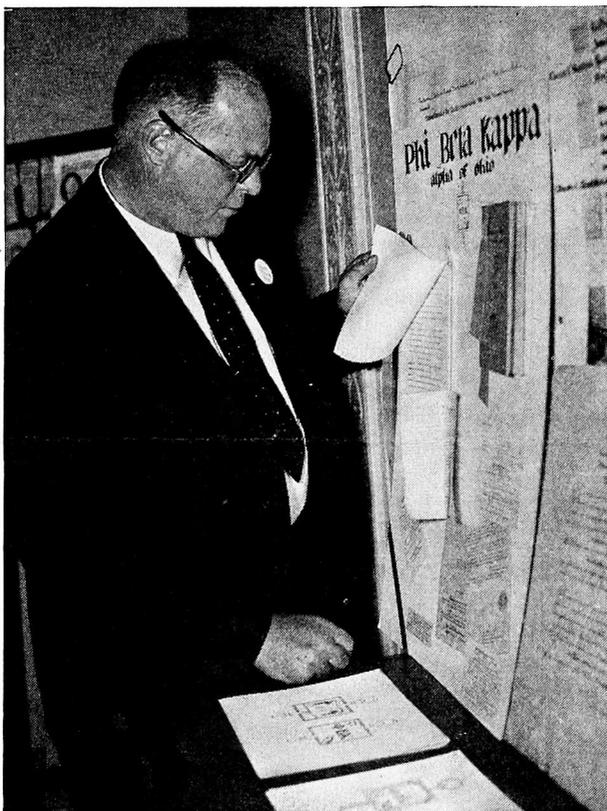
First of all, my complaint against the present educational process is that it does not begin soon enough. The great majority of potential subjects for the formal educational process are either ruined or seriously impaired during the pre-school period. It has long been a thesis of mine that practically every physical process in which every individual constantly engages is almost never adequately taught or effectively learned.

Starting at the instant of birth, the first two physical processes in which the new-born child engages — breathing and the use of the vocal cords — are usually sadly neglected in the course of our educational process. It is rare that even well-trained individuals breathe sensibly and efficiently and even rarer that the simple, easily learned principles of vocal control are thoroughly taught or efficiently learned. In the great majority of cases a child learns to speak solely by the imitation process. When simple exercises in vocal gymnastics — tone placing, proper control of the vocal cords, clear and distinct enunciation — are so easily acquired, what a shame that our educational system produces such sorry results in this particular!

Two suggestions occur to an observer. The first is that at the start and at frequent intervals stress be laid upon the acquisition of proper speaking methods. The second is that every person who undertakes to participate in teaching should pay enough attention to this primary process so that he or she might be a living exemplar of the qualities I have outlined.

Proper instruction — physical, mental, and psychic — could easily bring about a new race of students with graceful carriage and well rested brains. We spend hundreds of millions in magnificent gymnasiums and for athletic instructors and yet we neglect the two primary functions that differentiate man from the lower animals — walking and talking. The effect of childhood neglect in these essentials is youthful impairment and adult tragedy, utterly inconsistent with a course of life guided by wisdom.

Turning to the usual teaching processes ordinarily regarded as essential, the general impression upon an outsider looking upon the product of today is that two
(Continued on page 5)



MR. CLARK, LOOKING AT EDUCATION IN ATLANTA

Industry Asks of the College—

RALPH H. TAPSCOTT

President, Consolidated Edison Company of New York

SINCE the time when higher education first came to be inclusive of many things other than the broadly cultural subjects and those related to preparation for the traditional professions of law, medicine and, primarily, the ministry, there has been an increasing interest in the problems of education in preparation for industrial life.

To the extent that industry has been able to observe results of the educational process and to make a long term appraisal
(Continued on page 6)

In This Issue:

**The Reader Speaks
Review of Liam O'Flaherty's Famine**

Say "Bayta"

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American Heads Law at Oxford

CHARLES E. CLARK, Yale '11

Dean of the School of Law, Yale University

IT is not often that an American can transplant himself to England and succeed in achieving high rank in one of the ancient professions. Particularly is this true of the legal profession, where the strong tradition and the rigid division of activities between solicitors and barristers make advancement of a stranger peculiarly difficult. Perhaps the classic case of surmounting these obstacles is that of Judah P. Benjamin, famous American lawyer and writer, Secretary of War in the Confederacy, who fled from this country at the close of the Civil War to become the foremost barrister of his time in England. The career of a contemporary bids fair to rival that of Benjamin, and possibly even to surpass it in catholicity of accomplishment. Arthur Lehman Goodhart, $\Phi B K$ Yale 1912, Corpus Professor of Jurisprudence at Oxford University, has just been chosen chairman of the law faculty of that University.

Professor Goodhart comes of a distinguished American family. He is the nephew of Governor Herbert Lehman of New York and of Judge Irving Lehman of the New York Court of Appeals. He took his undergraduate work in Yale and later received his LL.B., as well as a B.A., from Cambridge University in England. That University has also conferred upon him the degrees of M.A., LL.M., and LL.D., while Oxford has awarded him the D.C.L. degree.

Professor Goodhart was admitted to the bar in America in 1915, subsequently serving as assistant corporation counsel in New York City. At the close of the War, after having served as captain of ordnance in the United States Army, he was counsel to the American Mission to Poland. He became a barrister at law and member of the Inner Temple in England in 1919, and at the same time fellow and lecturer of Corpus Christi College of Cambridge University. Later he was made secretary to the vice chancellor of that University and chairman of the Cambridge Law Examiners. At Cambridge he organized *The Cambridge Law Journal*, which at once took high rank among legal periodicals. In 1926 he was named editor of *The Law Quarterly Review*, the leading scholarly law review of England. In 1931 he was called to the famous chair of jurispru-

dence at Oxford University, and then became a fellow of University College, Oxford. These positions, together with his editorship of the *Review*, he still holds and he is also associate fellow of Jonathan Edwards College of Yale University. In addition, he is serving on the highly important Law Revision Committee in England, which recommends



ARTHUR LEHMAN GOODHART

noteworthy statutory reforms of the English law.

In constant touch with developments in American law and jurisprudence, Professor Goodhart has entered into lively jousts with various of the American "realists" — the younger school of American writers on jurisprudence, who have attacked solemn judicial rationalizations as untrue to reality.

In view of his many and varied activities, Professor Goodhart probably has now, and will have in the future, more influence upon the development of English legal thought than any other one man of this generation. In the past, English lawyers for the most part have been quite ignorant of developments of American law and legal theory. It is indeed a hopeful sign that a man of such vigorous mental activity, with so many years of usefulness before him, is already in a position where he may thoroughly and competently translate American juristic thought into English ways of thinking, and serve as a direct channel of intellectual communication between American law and the English common law from which it sprung.

More Friends

Still more friends like these are needed to restore the 1930 scale of income for $\Phi B K$'s work.

Solton Engel, Columbia '16, New York
C. Pardee Erdman, Princeton '15, Pasadena, Calif.
Charles R. Erdman, Princeton '86, Princeton, N. J.
C. Spencer Ervin, Harvard '08, Bala-Cynwyd, Pa.
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Mrs. Walter D. Ferres, Vassar '97, Ridgewood, N. J.
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Know of an Opening?

If name is not given, address Member No. _____, care of THE KEY REPORTER.

BUSINESS, CLERICAL, SECRETARIAL — See also 127, 128

119. (Miss, Brooklyn, N. Y.) A.B., Hunter '37; major, history; minors, economics and political science. Exp. — sales clerk. Wants clerical or any work; will accept modest salary.

CHEMISTRY, EUGENICS

120. Aaron Levine, 130 Callender St., Dorchester, Mass. B.S., Tufts '37 ($\Phi B K$ '36). Wants position with chemical firm for laboratory or other work.

121. Mrs. Mildred E. MacAllister, 18 Steuben St., Holland Patent, N. Y. B.S., Middlebury '22; M.S. '23; major, biology. Exp. — 13 yrs. teaching biology, chemistry, physics; 6 yrs. vice-principal. Wants work in eugenics, ethnics, biological station.

INSURANCE

122. (Mr., New York City) A.B., Univ. of Iowa '33; LL.B., Washburn College '35; majors, English, education; minors, political science, philosophy. Exp. — 2 yrs. in insurance claim work. Wants position with insurance attorney or other work in insurance.

TEACHING, TUTORING

123. (Mr., Arkansas) A.B., Indiana Univ. '05; A.M. '07; Ph.D., Univ. of Michigan '09; majors, English, psychology. Exp. — 20 yrs. university teaching; published articles and books in literature. Wants also research.

124. (Mr., Flushing, N. Y.) B.S., C.C.N.Y. '34; honors in physics and astronomy; M.S. in education. Exp. — teaching college physics, science survey. Wants teach mathematics, physics, astronomy, general science in college, high school, or private school; also research.

125. Charlotte Leonard, Troy, Penn. A.B., Syracuse '36; A.M. '37; major, Latin; minor, English; courses in archaeology and physics. Wants teach in high school, private school, normal school, or college; also work in museum or bookstore.

126. Gertrude Robinson, 58 E. 102nd St., N. Y. C. Syracuse '02; A.M., N.Y.U. '17. Exp. — teaching college mathematics and sociology; writing children's books; translating and rewriting German books; research in social problems; editorial reading. Wants also publishing work, full or part time.

127. (Miss, North Carolina) B.A., M.A., Duke; Ph.D., Cornell Univ. '31. Exp. — teaching high school English and Latin; published poems and short stories; stenographic training. Wants also secretarial, editorial.

128. (Mr., Brooklyn, N. Y.) B.S., N.Y.U. '32; majors, Spanish, French; M.A., Univ. of Colorado '33. Exp. — library, export houses, teaching high school Spanish; knowledge of typing, office routine. Wants also export and import work, library, social service, research.

129. Bernice Allen, Kingston, Ohio. Ohio State '28; M.A. '31; credit toward Ph.D.; majors, sociology and economics; minor, history. Exp. — college teaching, library and statistical research. Will consider any type of work.

Dear Phi Beta Kappa Member:

We, the undersigned, after years of responsible participation in the administrative and financial affairs of Phi Beta Kappa, believe the time is ripe for you to act on the conviction, which we are sure you share with us, that the imperishable values for which the Society has stood since its founding in 1776 make it a medium notably appropriate for the establishment of memorials which will enhance those values for the "generations that come after."

Your gift or bequest to the Phi Beta Kappa Foundation (an educational corporation chartered by the Regents of the University of the State of New York) will be gratefully received and carefully administered in the interests of American scholarship and broad culture. We shall be happy to reply to inquiries.

John Kirkland Clark
W. C. Butt

George H. Chase
John H. Jack

Scientists and Shakespeare

GEORGE LYMAN KITTREDGE, world renowned authority on Shakespeare and formerly Harvard's Gurney Professor of English Literature, will deliver the third annual address to be sponsored by Φ B K in connection with the winter meeting of the American Association for the Advancement of Science. The lecture, "Shakespeare and the Critics," will be delivered on the evening of Wednesday, December 29, in Indianapolis, Indiana. These annual sessions are designed to bring the liberal or cultural motive into the specialized scientific sessions. Φ B K will be given space for an exhibit.

The local committee on arrangements is headed by Hugh McK. Landon, Φ B K Harvard, vice-president of the Fletcher Trust Company and president of the Φ B K graduate Association of Indianapolis.



ACTS OF THE COUNCIL

Left to right, Top: Mrs. Melissa Jack Hurt; N. Y. Lawyer John Kirkland Clark; Harvard Dean George H. Chase; Secretary William A. Shimer; Secretary's assistant Dorothy E. Blair; Professor J. Sam Guy of the Reception Committee; President Graves presiding; Professor William T. Hastings of Brown watching Mr. Clark in action. Bottom: Dr. Philip Davidson of Agnes Scott, Council manager; Historian Oscar M. Voorhees; Dean Henry G. Doyle of George Washington (beyond the white shoe); President Theodore H. Jack of Randolph-Macon Woman's College; barbecue assistant and W. C. Butt, official barbecue chef of Emory; President David A. Robertson of Goucher.

President Graves

WILL D. HOWE, *Indiana '11*

Editor and Director, Charles Scribner's Sons

THE unanimous election of Frank Pierrepont Graves to the Presidency of the United Chapters of Phi Beta Kappa was not only a well deserved honor to a distinguished scholar and administrator, but a most fortunate



DR. GRAVES PRESIDES AT ATLANTA

selection for Φ B K. It can be safely predicted that Φ B K under his direction will continue in a realistic manner to adapt itself to the educational needs of America and to promote the cultural ideals of the Society.

Few men in our country have made a finer record of achievement than Dr. Graves. A professor of Greek for several years, dean and president for more than seventeen years of universities as widely separated as the Universities of Washington and Wyoming and the University of Pennsylvania, and more recently President of the University of the State of New York and Commissioner of Education for seventeen years, he has served always well and wisely in the fields of teaching and administration. He is the author of a dozen books on Greek and education and of many addresses which have shown his high ideals of the vocation to which he has given his life. For his varied service he has received many degrees and testaments. The French Consul General now announces the decoration of President Graves as Officer of the Legion of Honor.

His friends — and their number is legion — congratulate not only the Society upon its choice, but also Dr. Frank Graves upon the honor which we feel certain he prizes as highly as any which he has ever received.

The Death of Two Leaders

FRANK P. GRAVES, *President of the United Chapters*

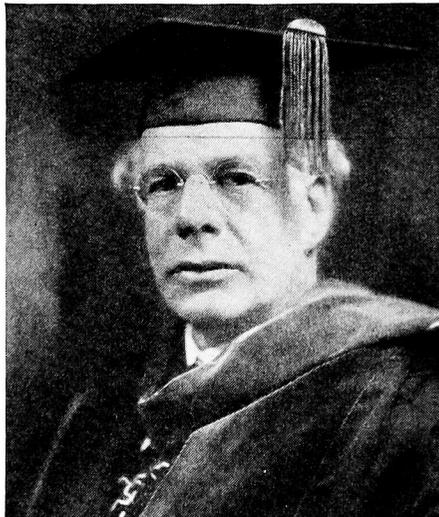
New York State Commissioner of Education

John Albert Cousens

ALUMNI and friends of Tufts College were greatly shocked in learning of the sudden death of its president, Dr. John A. Cousens, on July 2nd. President Cousens was one of the greatest educators in New England, and few executives in the history of American colleges have ever so completely fitted the position to which they have been called.

In the commercial world John Cousens speedily built up a successful firm, and eventually became both a bank president and director of a trust company. He had, however, as an undergraduate been conspicuous as a leader in scholarship, athletics, and class affairs, and, once well established in the business world, his mind instinctively turned back to Alma Mater. Within a decade of his graduation he had become influential in shaping the College policies, and when the College lost its president he undertook the acting presidency and a vigorous search for a permanent executive.

The conclusion seemed foregone to everyone except Dr. Cousens, and in



JOHN A. COUSENS

1920 he accepted the position himself. During the years that have since elapsed no administration of a New England college could have been more successful.

But greater than all other achievements has been the influence of President Cousens upon those about him. He was beloved and respected by faculty

and students alike. He held the art of living to be the greatest of the arts and endeavored to establish a set of principles that would make education effective for the moral guidance of all youths in their life after college.

William McAndrew

WITH the death of William McAndrew on June 28th there passed from earthly scenes one of the most colorful figures yet known in the course of American education. While the dramatic and striking incidents of his final year as superintendent of schools in Chicago were responsible for drawing him into the limelight and calling the attention of the country to his capacities as a reformer and educational leader, the entire career of McAndrew was marked by progressiveness, independence, and courage.

Before returning to Chicago as head of the school system the bold reformer spent half a dozen peaceful years in developing the Pratt Institute High School of Brooklyn, and then returned to the fray as first principal of the Washington Irving High School, a pioneer project of the City of New York for preparing girls for their occupation in life. Here his originality, energy, and ability to overcome opposition impressed the great superintendent, Dr. William H. Maxwell, and after 16 years as a high school principal, McAndrew was made associate superintendent of schools and spent the last decade of his official connection with the metropolis in that position.

After his official retirement in 1928 William McAndrew continued to be active and forceful in educational circles. He edited the *Educational Review* in his own pungent and inimitable fashion, lectured most acceptably in every part of the country, and corresponded through his letters illustrated with clever drawings, both privately and publicly, with active thinkers from coast to coast. Now he has gone at his height and left behind him a life both fearless and unique. Any attempt to indicate the lightning flashes of his kindly wit or his penetrating epigrams would be inadequate. There was but one William McAndrew and those who knew him will not forget him.

Whitney Hart Shepardson

W. RANDOLPH BURGESS, PH.D.

Vice President, New York Federal Reserve Bank

THE new Treasurer of the United Chapters of Phi Beta Kappa and the Phi Beta Kappa Foundation, Whitney Hart Shepardson, is a man of varied experience in law, business, international relations, and education. He is a cousin of the late Francis W. Shepardson, for many years a Φ B K Senator, and his father, Frank L. Shepardson,



WHITNEY HART SHEPARDSON

Φ B K Brown '83, was, until his recent retirement, professor of Greek at Colgate University.

Whitney Shepardson, after graduation from Colgate in 1910, was designated a Rhodes scholar and took a First Class in modern history from Balliol College, Oxford. He returned to this country and taught for a year at St. Mark's School in Massachusetts and then went to Harvard where he took his law degree in 1917. Shortly after the outbreak of the War he became attorney for the United States Shipping Board, but in 1918 he went into active service with the Field Artillery. At the close of the War he served with the Commission to Negotiate Peace as assistant to Col. House, and followed that interesting service with some weeks of work on the Secretariat of the League of Nations. After a few years of legal experience he served with the International Education Board and the General Education Board, of which latter organization he became a director. Since 1928 he has held various business positions and is now vice-president of the In-

ternational Railways of Central America.

As a side line Mr. Shepardson has been greatly interested in the Council of Foreign Relations, and is now director and treasurer of that body and the editor of its annual year book on world affairs. He is also trustee and treasurer of the Woodrow Wilson Foundation. He is the author of a volume on agricultural education in the United States and co-author of "The United States in World Affairs."

This breadth of experience admirably fits Mr. Shepardson for service in the councils of Φ B K.

An Outsider . . . Education

(Continued from page 1)

essential elements of a proper education are sadly neglected. One of these is intelligent instruction in mathematics and the other the study of the construction and spelling of words.

This brings me to the point of contrasting the efficiency of our secondary schools and of our colleges. It is within the past thirty years that the tremendous spurt in secondary education has occurred. It is not surprising that it has been lacking in efficiency to a considerable extent, for an army had to be trained to become teachers. Only slowly was it realized that not every student who succeeded in graduating from a grade school was qualified to acquire the traditional high school training. When the discovery was made that a large proportion of students would derive greater benefit from trade schools of various kinds, a process of educational experiments commenced from which we have not yet emerged. On the whole, however, those high schools which have maintained a major part of the traditional courses have succeeded reasonably well in inculcating fair work-habits among their students. In this particular — the formation and maintenance of proper work-habits — I find an almost universal concession that the colleges of our day almost completely fail.

In earlier years, college students were all subjected to a substantially identical educational process and the percentage of teachers able to accomplish effective results was correspondingly high. In the past sixty years, the number of college students has been multiplied over and over again. No doubt the number of capable and efficient and properly qualified teachers may be as large today as it was sixty

years ago, but will anyone maintain that the proportion of really good teachers is as high today in our broader field of college and university education as it was half a century ago?

It seems to me that one of the greatest lacks in our educational system today is the lack of good teachers — of men and women who possess those qualities of personality which enable them to stimulate the students under them to acquire for themselves the intellectual knowledge and the sound work-habits which are essential for their proper development.

There are signs that this situation is being widely recognized and that reasonably efficient methods are under consideration and in operation in many places to break down this pernicious result. The preceptorial system, the faculty advisers, the college plan in our greater universities, all these are feeling the way toward the re-establishment of a system which will bring about a natural and voluntary desire on the part of students to master their work and, in that process, to establish sound habits of working.

To one who acquired reasonably efficient work habits during an educational course, it seems a tragedy that so large a proportion of those who are now students seem bound to face life without the ability to enjoy the work which they will have to do. If it is a delightful experience to learn to be a great athlete, it is an even greater pleasure to learn and to enjoy the proper use of one's intellectual powers. But, in the one case, as in the other, only constant, consistent and at times boring practice iterated and reiterated can bring about the result.

To accomplish this *desideratum*, there must be teaching by men and women qualified by ability and training to do a good job of teaching. In the important task of intellectual instruction we need not merely the skill of intellectual ability, but, even more, the power of real personality. The great majority of our teachers seem to lack that essential quality of personality which is required for a real teacher — that quality of human interest, of desire to create in the mind of the student a real ambition to learn and to aid in the furtherance of that ambition.

Somewhere along the line today we are failing to give proper appraisal to those personality qualities which mark the real teacher. In selecting those whom we choose as teachers for our

youth, are we not depending too much upon what they have been able to do with the pen in the way of publication of books and theses and the hallowed Ph.D.?

As an outsider looks on education today, I am driven to the conclusion that our primary need is more able teachers, more exceptional leadership in the profession and more intelligent guidance of our great masses of students in the formation of sound work-habits and love of learning. Here, it seems to me, may our great organization lead the growing youth of our country into better conditions of life through more effective use of the qualities with which they are endowed.

Oxford for Women

AMERICAN women graduates and teachers have an opportunity to enjoy historic Oxford while taking the vacation course, "England in the Past Fifty Years," which will be offered by the Women's Colleges of Oxford University, July 6 to 27, 1938. Information can be obtained from Miss Marion L. Day of 9 St. Luke's Place, New York City.

Industry Asks of the College—

(Continued from page 1)

of these results, it should be able to render an important though by no means controlling contribution to the determination of what is and is not good in it.

If, however, the question is raised as to what industry wishes in the preparation of young men and women for later employment, the question presupposes a right which, I am sure, neither industry nor the state nor any special group possesses either as to the character of the educational process or as to the content or philosophy embodied in the individual courses.

Clearly, the function of our higher institutions is to fit young men and young women for living as well as for earning a living. It cannot be other than unhappy for these people if their formative years are devoted to making them instruments of a group or servants of some preconceived philosophy. Whatever may be said in advocacy of vocational training in schools devoted to that purpose, I am very sure that to vocationalize our colleges and universities would, in the long run, defeat its own purposes as well as narrow the after-satisfactions of the students.

Our most highly technical industries, if they are wise, will be very glad that there are men and women coming into industry, into public life, into the field of journalism and returning as instructors into the educational enterprise with the fullest and broadest development of their powers of discernment, with the habit of thorough and detached analysis, and with a breadth of sympathy that can relate technical problems to their human and social objectives.

Even as to the technical aspects of education, it seems clear that a greater service can be rendered to young people and to society through a realistic approach which does not seek to develop immediately useful specific knowledge. Schools are admirably fitted to a painstaking and firm grounding of their students in the never changing fundamentals common alike to engineering and economics, the theory of government and, through expression, the arts. Limitations of time and money and a relative remoteness from the current actualities of a highly involved world make it quite impossible that these same

schools can impart utilitarian training nearly so well as life itself will do after the youngsters are graduated.

I believe that employers generally are patient and willing to let specific knowledge and specific skills develop with the years, if only young people bring from the college those important things which the schools can and do develop. Certainly, for my own part, I would rather that any alumnus coming into my business should learn at first hand from the business itself and, according to each day's change in emphasis, adopt from day to day the specific facts on which his processes must rest themselves.

The student who goes to college to prepare for the profession of engineering would do well not to ask the college to make an engineer of him, but rather to prepare him to begin, after commencement, to learn something about engineering through the practice of the profession. What he makes himself in college, both intellectually and spiritually, is of more importance than the cargo of knowledge he carries away with him.

In our current economic and social problems, I feel that industry should not even wish to intrude its conceptions into the institutions of learning. Its best interests will be served by graduates who have the mental power to tackle the problems of industry with minds free from any mass of ready-made rules and formulae.

I have little sympathy with a not uncommon habit of criticizing college instruction because it is unpractical, and indeed such criticism often is ill-stated. What properly may be criticized is an attempt on the part of the schoolman to make his courses realistic while failing to recognize the necessity for a sufficiently comprehensive background. I assume, of course, that academic freedom carries with it implications of academic responsibility and that academic responsibility will keep the schools and the schoolmen free from adherence to any cult and from merely emotional approach to the subject matter of their curricula.

In brief, I am sure that the best interests of the student and of society are served if the schools adhere to the ancient tradition of an independent and responsible scholarly approach to fundamentals — fundamentals that have been broadly planned for the development of mental vigor and a capacity for well-rounded living.

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THE last few weeks have been exciting ones in THE AMERICAN SCHOLAR editorial office. We knew the Autumn number of the Phi Beta Kappa quarterly was good; we knew it contained controversial articles. But still we were pleased and surprised at the deluge of mail it brought.



A Plea for Unprincipled Education, by Datus C. Smith Jr., was perhaps the greatest single cause of comment. The Princetonian of Mr. Smith's alma mater repeated his stand in its columns. Charles Beard wrote us his thoughts on the subject, and so did Jerome D. Greene of Harvard. And a request for permission to distribute 500 reprints of the article at the University of Texas arrived from the Taciturnians, "a small and flexible group for getting certain things done which the members agree upon occasion should be done — dissemination of Mr. Smith's article being a pertinent example."



DR. BEARD'S letter and Mr. Greene's will appear in the discussion columns of our Winter number. If it were not already so crowded with good things we should like to add a number of the other comments we received — including a note from a medical journal in regard to Dr. Hugh Cabot's Hurdles for Young Doctors.



BUT we can scarcely make room for even such interesting items as these at the expense of our Winter table of contents. You will agree, for example, that we could not crowd out such an article as Joseph Hudnut, Dean of the Harvard School of Architecture, has written for us in his

Architecture Discovers the Present.

Dean Hudnut has already stirred up his share of controversy in the past; we feel certain that this new essay will excite architects and non-architects alike. Dr. Alice Hamilton will give us a report entitled

Healthy, Wealthy—if Wise—Industry.

Robert Fletcher has written of

The First Co-Eds

and Walter M. Horton's

The New Orthodoxy

will set you to thinking. These constitute only a sample of what the Winter issue will offer.

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L. Alma-Tadema

Reading Homer

THE CASE OF THE SEVEN OF CALVARY

By ANTHONY BOUCHER. Simon and Schuster, Inc., New York, 1937. \$2.

We give here an introduction through excerpts to a grammatical and closely-woven mystery, with the Berkeley campus of the University of California as its setting, a Sanskrit professor as Sherlock, a Phi Beta Kappa member as Watson, and another member as chief suspect. The author is in reality William A. P. White, Phi Beta Kappa University of California '32, and the professor of Sanskrit is Professor A. W. Ryder, Phi Beta Kappa Harvard '97.

Paul was right, Martin reflected as Kurt Ross entered. Something was wrong. The tall blond young Swiss looked somewhat like the Spartan boy just as the fox reached the juiciest tidbits. Martin almost expected to see a vulpine head rear itself from behind the black waistcoat, just about where the Phi Beta Kappa key dangled.

...

After a careful brushing, Martin slipped on his coat and looked in the mirror. . . . As he turned from the mirror, Kurt spoke. "Aren't you going to wear your Phi Beta Kappa key?" "Hell, no. . . . I'd rather not decorate my stomach with a blatant atrocity like that. If they were some decent size, maybe yes, but as it is . . ."

"It would be a mark of courtesy to our distinguished visitor." . . .

"All right." It was less trouble to wear the damned thing than to argue with Kurt. Martin slipped the key on his watch chain and

prepared to go. As Kurt rose, there was a slight clink on the floor. Martin laughed. "Serves you right, Kurt. You would lecture me on wearing one."

Kurt's internal agony allowed him a shame-faced smile. "It often falls off," he admitted. "I must have the ring fixed."

...

The new arrival was Kurt Ross . . . Martin noticed inconsequentially that the Phi Beta key had evidently fallen off again and this time gone unnoticed.

...

It was several minutes later that Martin entered the living room. . . . There was dirt on the knees of his otherwise spotless flannels, and bits of twigs and leaves stuck out of his hair. But his cigarette case was safe in his pocket, and even safer in another pocket was something which he had seen dangling from an inner branch of the bush, something easily enough overlooked in a police search concentrated on stilettos. Martin had discovered where Kurt Ross had lost his Phi Beta Kappa key.

...

Martin shuddered slightly and reached for a cigarette. In his pocket his fingers touched once more the gold key. He was reassured. There could be no mad sectarian loose in Berkeley.

...

He laid the gold Phi Beta Kappa key on the table and said, "I found this. I thought you might want it." . . . "Where," Kurt asked, with an unsuccessful attempt at nonchalance, "where did you find that key?" . . . "And it was while you were struggling with the murderer that you lost your key?" "I think so."

by John O. Beaty

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FAMINE

By LIAM O'FLAHERTY. Random House, New York, 1937. \$2.50.

If sometimes you wonder why the Irish hate the English so, or if occasionally you like historical novels that wring you emotionally and leave you on the clothesline to cry, read *Famine* by Liam O'Flaherty. Or read this novel, built around the potato blight in Ireland in 1845 which led to a later wave of American immigration, if only to understand completely how poverty punctures the prettier virtues.

Although we like this new novel, it does not become our favorite O'Flaherty. That honor does not even go to *The Informer*, which made such a nice movie. Our favorite remains a shrill story about an idealist who committed murder on the theory that he was acting as an agent for God. That novel, the name of which escapes us now, is really an Irish version of Dostoevski's *Crime and Punishment*.

In *Famine*, as well as in his former works, O'Flaherty has rather neatly met Ernest Hemingway's contention that a modern writer, to get anywhere, must compete with the literary masters of all time. We have a feeling that this new work might be regarded as marking a new era in the Irish author's career, for it is more restrained than previous O'Flaherty work. *Famine* might almost be termed as more Knut Hamsunish, if you will, than Feodor Dostoevskyish.

O. R. PILAT, Amherst '26

Say "Bayta"

OF 276 members in attendance at the 19th Triennial Council in Atlanta in September, 123 expressed preference for Phy Bayta Kappa, 31 for Phy Beeta Kappa, and 11 for Phee Bayta Kappa. None demanded Phee Bayta Kahppa. These preferences were checked on a form prepared by Dr. Roy C. Flickinger, University of Iowa professor of classical languages, who nevertheless favors "Bayta."

When asked whether it is desirable that the pronunciation be uniform among Φ B K members, 11 said yes and 48 no. Formal action by the Council was requested by 22, but 137 preferred simply an announcement of the results of the informal poll of opinion. One ballot was marked "All d— [sic] foolishness."

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