THE KEY REPORTER

THE PHI BETA KAPPA NEWS MAGAZINE

VOL. XV • NO. 3 *This issue goes to the more than 106,000 members resident within postal service* SUMMER • 1950

Regents Offer Substitute for U. of California Loyalty Oath

On April 22 the Board of Regents of the University of California voted to drop their demand that all faculty members sign a special non-Communist oath or be dismissed. Instead they have prescribed a non-Communist clause to be included in the contract of employment.

The members of the faculty of the University have been protesting the loyalty oath for almost a year. They had never objected to the policy, adopted by the Regents in 1940, of excluding Communists from the University staff. However, they felt that such an oath was a threat to their academic freedom and an unnecessary addition to the constitutional oath required of California public officials.

The compromise measure provides that a University employee shall continue to sign the constitutional oath and shall also accept his appointment by a letter containing the following statement:

"Having taken the constitutional oath of office required of public officials of the State of California, I hereby formally acknowledge my acceptance of the position and salary named, and also state that I am not a member of the Communist Party or any other organization which advocates the overthrow of the Government by force or violence and that I have no commitments in conflict with my responsibilities with respect to impartial scholarship and free pursuit of truth. I understand that the foregoing statement is a condition of my employment and a consideration of payment of my salary."

Any member of the faculty who does not sign the new form of contract is entitled to a hearing by the Committee on Privilege and Tenure of the Academic Senate. The Committee's findings and recommendations would be submitted through the President to the Regents, who would have final authority in the case.

Robert Gordon Sproul, President of

(*Continued on page 7*)

Directors Elect Members of ΦBK Associates

Sixteen members of Phi Beta Kappa have recently been elected to Regular Membership in the Phi Beta Kappa Associates, according to an announcement made by Thomas C. Desmond, president. Those chosen are:

Robert Haven Richards, of Wilmington, Delaware, Phi Beta Kappa Dickinson College, lawyer, director of the Wilmington Trust Company, trustee of Dickinson College and of the University of Delaware.

John Louis Haney, of Philadelphia, Pennsylvania, Phi Beta Kappa University of Pennsylvania, author, educator, publisher, president of Central High School, Philadelphia, 1920–1943.

Clement Franklin Robinson, of Brunswick, Maine, Phi Beta Kappa Bowdoin College, member of the law firm of Robinson, Richardson & Leddy, formerly attorney general of Maine.

Ashton R. Sanborn, of Cambridge, Massachusetts, Phi Beta Kappa Harvard University, secretary of the Boston Museum of Fine Arts.

Vermont Royster, of Forest Hills, New York, Phi Beta Kappa University of North Carolina, associate editor, *Wall Street Journal*.

Edward Leroy Schaub, of Frankfort, Michigan, Phi Beta Kappa Lawrence College, professor emeritus of philosophy, Northwestern University.

Leslie Earnest Salter, of Flossmoor, Illinois, Phi Beta Kappa University of Oklahoma, member of the law firm of Morgan, Salter & Sellery, special assistant to the Attorney General of the United States.

James Jaquess Robinson, of Bloomington, Indiana, Phi Beta Kappa Indiana University, lawyer, professor of law at Indiana University, member and reporter of the Advisory Committee on Rules of Criminal Procedure, United States Supreme Court.

Robert Conrad Disque, of Swarthmore, Pennsylvania, Phi Beta Kappa University of Wisconsin, educator, electrical engineer, dean of the faculty of the Drexel Institute of Technology.

Samuel R. M. Reynolds, of Baltimore, Maryland, Phi Beta Kappa Swarthmore College, physiologist, Carnegie Institution of Washington, lecturer at Johns Hopkins University.

Grantland Rice, of New York, New York, Phi Beta Kappa Vanderbilt University, author of syndicated column "The Sportlight," president of Grantland Rice Sportlights, Inc.

Robert Casad Hockett, of Larchmont, New York, Phi Beta Kappa Ohio State University, professor of organic chemistry at Massachusetts Institute of Technology, scientific director of Sugar Research Foundation.

Worth Huff Rodebush, of Urbana, Illinois, Phi Beta Kappa University of Kansas, professor of physical chemistry, University of Illinois.

Frederick C. Fiechter, Jr., of Plymouth Meeting, Pennsylvania, Phi Beta Kappa Harvard University, lawyer.

Charles Edwin Schofield, of Nashville, Tennessee, Phi Beta Kappa University of Nebraska, theologian, author, educator, editor of Adult Publications, Board of Education of the Methodist Church.

Olin Glenn Saxon, of New Haven, Connecticut, Phi Beta Kappa Harvard University, professor of economics, Yale University.

The following members of the Associates have recently transferred from Regular to Life Membership: O. Hugh Fulcher, John F. MacLane, John F. Darby, Douglas S. Freeman, Hermon F. Bell, Lincoln Cromwell, Thomas C. Desmond, Hans V. Kaltenborn, Carlton A. Shively, George E. Roosevelt, George Wharton Pepper, Edwin H. Burgess, Theodore Francis Green, J. Blanc Monroe, Roscoe Pound, John C. Cooper, Joseph J. Daniels, William L. Honnold, Eli Lilly, Hugh Satterlee, Mrs. Elbert L. Carpenter, Oscar Webber, Marion L. Smith, Rush H. Kress, M. Pierce Rucker, and Frederick W. Pickard.

They Say . . .

Phi Beta Kappa and Freedom of Teaching

To the Editor:

Had Mr. Edward C. Kirkland's article in THE KEY REPORTER [Vol. XV, No. 2] been written ten years ago, I would not have given it another thought. At that time I, along with many others, felt that communism in this country was embraced chiefly by harmless crack-pots, and that the surest way of eradicating them was to ignore them.

But it seems to me that the past ten years should have taught us a lesson. Communism is not just another political party. It is a way of life — a life of materialism, devoid of humanity, devoid of God, devoid of everything we of this country hold dear. Communists are not crack-pots. They are highly intelligent and work with deadly cunning. They are not interested in working with the rank and file. They aim at the young intellectuals at the time when they are most easily impressed — college level. Make no mistake about it. A Communist sympathizer in a highly respected place (such as a university faculty) is extremely valuable to their cause. He does not have to teach "their sinister doctrine," as Mr. Kirkland says. But he can *flavor* everything he does teach.

Mr. Kirkland lumps together the Ku Klux Klan, the American Legion, and the Communist Party, and implies that membership in any of them may lay a person open to suspicion on the grounds of "guilt by association." That is good communistic technique. They are always using something as a screen. Mr. Kirkland also brings in the segregation of the Japanese-Americans during the past war, a mistake for which we are all sorry. But what does it have to do with the real question, which is: Shall we continue to employ Communist sympathizers on our faculties, at any age level?

Mr. Kirkland wrote seven long paragraphs, but he didn't have the nerve to state the question clearly. For there is just one answer. In order to preserve the freedoms in this country which we all cherish, and to enlarge these freedoms in the future, we must spot these Communist sympathizers, and have the courage to eliminate them from the security which they now enjoy. True intellectual freedom will not suffer. How long would any intellectual freedom prevail if the Communists had their way? Mr. Kirkland is alarmed because Congress denies national scholarships to Communists! Hurrah for the Congress of the United States of America!

Mr. Kirkland says, "No doubt the vigorous defense of individuals holding unpopular beliefs is disagreeable . . . and costly." To call a belief in communism a mere "unpopular" belief is certainly rank understatement. It is tantamount to treason, although we have been so liberal and lax that it has not been so dignified up to this time! Mr. Kirkland, I note, is a professor of American history. I should say that the events of the past ten years have added little to his historical knowledge.

I am a former teacher, now a housewife and mother. As a teacher, I would have been willing at any time to take a loyalty oath. What finer thing could a person do than reaffirm his loyalty to his country? Why all the fuss — unless of course you are not loyal!

CARABELLE M. STITT
WILLOUGHBY, OHIO

To the Editor:

I should like to register my wholehearted support of the position taken by Mr. Kirkland in his article on intellectual freedom in the Spring issue of THE KEY REPORTER.

HERBERT KAUFMAN
NEW YORK, NEW YORK

To the Editor:

Congratulations on Edward C. Kirkland's article on "Intellectual Freedom in a Time of Crisis." Pertinent and forceful!

ELIZABETH SELLERS ELSBREE
NEW YORK, NEW YORK

To the Editor:

Professor Kirkland's statement on Intellectual Freedom in a Time of Crisis reduces to nullity a mass of undigested and timid thinking on academic freedom seeking acceptance in these fearsome days.

Professor Kirkland observes, "If the academic world surrenders its right to freedom, it is left to plead for a privilege." This trenchant comment is directed toward those who aspire to keep "liberal" teachers free from attack by throwing Communist teachers to the wolves. The history of intolerance shows that witch hunters avid for prey respect no such fine lines of deviation from orthodoxy.

The only position on academic freedom which is sound in theory and just in practical application is that teachers must be entirely free from persecution because of their beliefs. The test of a teacher's fitness is competence. An important criterion of competence, of course, is that the teacher refrain from abuse of his relationship to his students by attempts to indoctrinate them with his beliefs, political, religious or otherwise.

The American Association of University Professors and many individual educators are on record in substantially these terms as regards academic freedom in the colleges. The position is equally correct when applied to teachers at the elementary and high school levels. Many administrators and legislative bodies are eager to impose restrictions on public school teachers which they would hesitate to advocate for colleges. Presumably the theory here is that young children need protection from lapses from standards of professional integrity more than do those of college age. So far an inevitable sequel to such reasoning is to circumscribe both the child and his teacher by hanging a sword of "subversive" association over the teacher's head. The result of the imposition of loyalty oaths, Feinberg laws, etc., is to sterilize the content of the teacher's performance — in both senses of the word. Recent studies of the teaching of current events in public schools have shown this to be true.

There is no more excuse for a campaign to weed "Communists" out of grade schools than colleges. Both institutions, in terms of their students, deserve teachers who are free from intimidation for their political beliefs; who, in expressing themselves, are guided by the light of their own scholarship and convictions, and are subject to the restraining scrutiny only of administrators capable of distinguishing between the behavior of a propagandist and that of an educator.

It is of prime significance that in no reported case of the ousting of a Communist or alleged Communist teacher has the charge been made that he was seeking to indoctrinate his students. Damnation by association was his only fault.

EDWIN S. SMITH, EXECUTIVE DIRECTOR
NATIONAL TEACHERS DIVISION
UNITED PUBLIC WORKERS OF AMERICA
NEW YORK, NEW YORK

Education and Conviction

To the Editor:

THE KEY REPORTER is to be congratulated on the thoughtful article by Kenneth I. Brown in its 1949 Autumn issue. He has formulated clearly and expressed well convictions shared by many discerning people.

The writer agrees with Mr. Brown, but wishes he had developed his theme a step further, or emphasized particularly that young people should leave college with a *conviction* that their country deserves their loyalty, that democracy is worth improving, that they can help make America finer than she is, as Mr. Brown says. After these young people in colleges and universities have examined divergent views, have heard old dogmas challenged, have become convinced that social progress calls for continuous readjustment to changing environment — cannot the faculty guide their thinking toward positive conclusions, instead of merely negative denial? In the department of history, or government, for example, a wealth of evidence can be placed before inquiring minds, showing that the American republic, for all its faults and imperfections, has favored the growth of greater personal freedom, of larger economic opportunity, and offers today a wider hope to its own citizens and to the world than any other comparable political system.

Many young people enter college with incompletely founded beliefs in religion, patriotism and the whole American tradition. An education is the drawing out of a person's capabilities and an important function of education is to seek the truth which will make us free. The search implies a finding of at least some truth. Obviously, if a person leaves college questioning everything and convinced of nothing, without standards and without faith, his capabilities have not been fully developed and his search for truth has been futile so far. Such foundations as he had have been undermined without supplying new faiths and loyalties well founded. The college has

THE KEY REPORTER

Published quarterly by the United Chapters of Phi Beta Kappa at the Rumford Press, Concord, N. H. Editorial and executive offices, 415 First Avenue, New York 10, N. Y. Editorial opinions contained are those of the writer and not necessarily those of the United Chapters of Phi Beta Kappa. Advertising rates upon application. Subscription, 20 cents a year, $1.00 for five years. Entered as second-class matter at the post office at Concord, N. H., December 10, 1935, under act of March 3, 1879.

cleared the ground for the Communists to take over.

Too often the word "democracy" evokes only a superior smile. Patriotism becomes "flag-waving," and an enthusiastic effort is dubbed "the old college try." "To die for dear old Rutgers" does sound a bit extreme to us today, but let us remember the boy who uttered that sentiment had something — that fine sublimated loyalty, without which nothing moves far in this world.

Enthusiasm, loyalty, sacrifice, convictions — these are as natural to youth as good appetites, if honestly evoked in a good cause. Why let the Communists monopolize such powerful springs of action? Teach the boys and girls to think, certainly, and for themselves; have them test accepted beliefs; but also teach them that inquiry should lead somewhere — judgment cannot be held in abeyance forever — and, due consideration having been given to all available points of view, a stand should be taken and become their guiding star.

HENRY I. BAKER
POUGHKEEPSIE, NEW YORK

Parmele Prize Is Awarded to Leonard Marvin Silverman

The Elisha Parmele Prize, given annually by Phi Beta Kappa to the highest ranking liberal arts major of the junior class at the College of William and Mary, has been awarded to Leonard Marvin Silverman of Brooklyn, New York. A member of the Alpha of Virginia of Phi Beta Kappa, Mr. Silverman has been on the Dean's list every semester since he entered William and Mary.

The prize of $100 is awarded in memory of Elisha Parmele, who was elected to Phi Beta Kappa at William and Mary in 1779 and who founded the Alpha of Connecticut at Yale in 1780 and the Alpha of Massachusetts at Harvard in 1781.

Beta of Virginia Awards Prize for Best Work of Scholarship

The University of Virginia chapter of Phi Beta Kappa has awarded a prize of $100 for the best work of scholarship produced at the University in the humanities, social science or law. Dr. Fredson Bowers, professor of English, received the award for his "Principles of Biographical Description."

The members of the committee which judged the entries submitted by members of the faculty and the student body were John Cook Wylie, curator of rare books at the Alderman Library; T. Braxton Woody, associate professor of Romance languages; and George W. Spicer, professor of political science.

Peace Project Is Discussed by UNESCO Commission

At a meeting of the U. S. National Commission for UNESCO in April, a project to mobilize the forces of education, science, and culture to attack the problems presented by the "cold war" was proposed. By bringing the program of the United Nations Educational, Scientific and Cultural Organization to bear on the various issues which threaten peace, an attempt would be made to alleviate the existing tensions and hostilities.

The project, which was referred to the Executive Committee of the Commission for consideration, was described in the following statement:

"The particular contribution which the project can make in attacking the problems of the present precarious peace is by use of the instrumentalities of education, science, and culture. It should not be a research project to advance knowledge in any of the numerous fields which have a bearing on the peace of the world, but it should bring the resources of science, experience, and practical innovation to bear on concrete problems. It should not be a political project to frame policies or to formulate programs, but it should contribute to the development of a world situation in which policies and programs are considered more objectively and in which international political institutions operate more effectively; this can be done by affecting attitudes, assembling and disseminating information, and furthering understanding to the end of relieving tensions, reducing ignorance and gullibility, and building on the existing elements of world community . . .

"The project should not be framed in terms of vague and general objectives or broad problems. It should be stated as a series of projects bearing on concrete situations which constitute an immediate danger to the peace. But the concrete problems of political action (such as territorial disputes and their mediation) and scientific inquiry (such as the sources of anxiety and its therapy) differ from the concrete problems of tension and understanding . . ."

Problems such as "the present state of apathy, fear, or cynicism of men in various parts of the world" and the need for educating people in technological advances and their effects on culture and economy would be considered under the project.

More Countries Participate in Fulbright Exchange Program

The number of countries participating and individuals accommodated in the Fulbright educational exchange program has increased steadily since its inception in 1948. In that year programs of exchange were in operation with four countries — Burma, China, the Philippines, and New Zealand — and 101 awards were granted. During the following year the number of countries actively participating increased to eleven, adding the United Kingdom and British Colonial Dependencies, Belgium and Luxembourg, France, Greece, Italy, the Netherlands, and Norway. As a result, approximately 1000 openings were made available to United States nationals and an equal number to foreign nationals for the coming academic year (1950–51). Agreements have been signed recently with Australia, Egypt, Iran, Turkey, and India; programs will be initiated in these countries in the near future.

The Fulbright Act makes possible a program of educational exchange on a scale without precedence in modern times. It is financed by the use of certain currencies and credits acquired through the sale of surplus property abroad. The maximum sum available is the equivalent of 140 million dollars which is to be utilized over a period of twenty years. The ultimate purpose of the Act is to increase the understanding between the peoples of the United States and those of other countries.

Those interested in applying for an award as advanced research scholar or visiting lecturer or in obtaining a foreign lecturer for a college or university may secure information from the Executive Secretary of the Committee on International Exchange of Persons, Conference Board of Associated Research Councils, 2101 Constitution Avenue, Washington 25, D. C.

Address Changes

In notifying Phi Beta Kappa of a change of residence, members are reminded that, whenever they are not able to indicate this change on a KEY REPORTER wrapper, they should send not only their new address but the one to which their Phi Beta Kappa mail was previously sent. This information should be directed to Phi Beta Kappa, 415 First Avenue, New York 10, New York.

Recommended Reading

Fiction

John Cournos

PHANTOM FORTRESS. *By* Bruce Lancaster. *Boston: Atlantic-Little, Brown. $3.*

Those who remember Mr. Lancaster's fine achievement in *Guns of Burgoyne* will know exactly what to expect; they will not be disappointed. This novel records the story of Nathaniel Greene's campaigns in the final years of the American Revolution. A singularly interesting portrait is given of Greene as well as of Henry Lee (father of Robert E. Lee). Other real persons figure in the narrative. The chief character is Francis Marion, known to history as the Swamp Fox. The story is well documented, but the documentation is never permitted to clog its flow. The author fills realistically the gaps on which history is vague. An excellent story.

THE WALL. *By* John Hersey. *New York: Alfred A. Knopf. $4.*

The most significant novel so far this year is this story, which chronicles the heroic fight of a remnant in the Warsaw ghetto. The German army doubtless was surprised to find its might challenged by so negligible a group of Jews who, for the space of twelve days, put all their seemingly irreconcilable differences aside and fought like heroes. They drew strength from their historical heritage, from a newly inspired consciousness of pride as men and as Jews. Mr. Hersey has individualized his characters beautifully, and he has portrayed authentically the ignoble as well as the noble. It is heartening to read a story which, without being didactic, is a fine tribute to what is fine and noble and dignified in men. Germany's thousands won a victory against this handful, but who will say that the victory was theirs? Not Hersey, who has informed his story with such meaning as must give all enemies of man pause.

THE GREATER TRUMPS. *By* Charles Williams. *New York: Pellegrini & Cudahy. $3.*

The fifth of the seven novels by Williams published in England to appear here. The author died five years ago, after making for himself a reputation as lecturer at Oxford, as a novelist, a poet, a critic, a dramatist, and a biographer. The present fantasy melodrama deals with the greater trumps of the original Tarot cards. W. L. Gresham has written an erudite explanatory preface to assist the reader in orienting himself in the lore of gypsy cards. The humans with whom Williams allows his fancy full reign consist of a 60-year-old rather peevish gentleman, his imperturbable sister, his son, his daughter and her gypsy fiancé, the fiancé's grandfather, and the grandfather's mad sister — only slightly more mad, to be sure, than the rest of the characters. It works up, as do all of Williams's novels, into a melodramatic life-and-death struggle between the warring forces of good and evil.

SUDDEN VIOLENCE. *By* Edmund Crispin. *New York: Dodd, Mead. $2.50.*

The late W. B. Yeats was an addict of the mystery story. So is T. S. Eliot. The highbrow variety preferred, no doubt. Phi Betes indulge now and then, too, it may be reasonably supposed. For such this well written, entertaining tale, with Gervase Fen, Oxford professor, as sleuth, is to be recommended. To be read by those who cannot resist the Oxford touch!

THE WAGER AND OTHER STORIES. *By* Daniel Corkery. *New York: Devin-Adair. $2.75.*

From the 62 short stories which comprise Corkery's published output, sixteen considered the best have been selected for inclusion in the present volume. Corkery, now 72, belongs to the august company of Irish short story writers: O'Faolain, O'Connor, O'Flaherty, and McLaverty. He is profoundly acquainted with his native Munster, whose people he portrays with an art which is always mature. He is a master of Irish idiom and cadence.

THE WRONG SET. *By* Angus Wilson. *New York: William Morrow. $3.*

There is little doubt that here is a new English short story writer of considerable caliber. His are sophisticated stories about sophisticated people. Human foibles and weaknesses are Mr. Wilson's meat, and though his stories sometimes shock you, they are not devoid of compassion, irony, and humor.

Natural Sciences

Kirtley F. Mather

EARLY MAN IN THE NEW WORLD. *By* Kenneth Macgowan. *New York: Macmillan. $5.*

An excellent survey of what is known and believed about the earliest human inhabitants of the Americas, written with scientific restraint but in a style that creates interest and holds attention. The author is an amateur in anthropology, but his many years of experience as a dramatic critic and motion picture producer have sharpened his native ability to distinguish the "plausible but false" from the "astonishing but true," and this is a really scholarly book, all the better because he is not professionally committed to any one of the debatable theories now enlivening the meetings of American archaeologists and anthropologists.

THE NATURE OF NATURAL HISTORY. *By* Marston Bates. *New York: Charles Scribner's. $3.50.*

A delightfully informal study of the area of science that deals with organisms in relation to their environment. This broad perspective permits the author to roam widely across many fields of knowledge, regardless of fences and barriers, and this he does in a most stimulating manner. But he always comes back to his central theme that science itself is an attitude, a method of thinking, not an accumulation of gadgets.

CENTENNIAL. AAAS SYMPOSIUM. *Washington: American Association for the Advancement of Science. $5.*

A collection of 42 papers presented by leading scientists at the Centennial Celebration of the AAAS, held in Washington in September, 1948. Grouped in thirteen major fields, running the gamut from high polymers to world health problems, these papers provide a fairly complete survey of the state of the sciences in that year and give valuable insight concerning the ideas that are today stimulating the scientists of America in their continuing quest for knowledge and understanding.

ALBERT EINSTEIN. *By* Leopold Infeld. *New York: Charles Scribner's. $2.*

Treats at some length the basic ideas of modern theoretical physics, ideas that are only now beginning to respond to the urge for translation into ordinary language. The circle of Einstein's influence upon the minds of men is still quite small, despite his wide fame and the popular obeisance before his extraordinary brain. This lucid description of his work will undoubtedly hasten its expansion and contribute much toward an understanding of one of the intellectual giants and noble citizens of our day.

CHARLES DARWIN. *By* Paul B. Sears. *New York: Charles Scribner's. $2.*

Brings fresh insight concerning the stream of thought, enriched by Darwin, that has so completely transformed the outlook of modern man as he considers the world in which he lives. It delves into the past only to illuminate the present. A contemporary book, essential to an understanding of the culture of our day, rather than a book that stirs again the dust of ages.

GIANT BRAINS OR MACHINES THAT THINK. *By* Edmund Berkeley. *New York: John Wiley. $4.*

Describes in detail the differential analyzer at M.I.T., the automatic sequence-controlled calculator at Harvard, and the general-purpose relay calculator in the Bell Laboratories, and discusses the application of these thinking robots to the solution of many of the problems of science.

Social Sciences

Eric F. Goldman

THE AMERICAN MIND. *By* Henry Commager. *New Haven: Yale University. $5.*

A distinguished interpretation of American thought and conduct from the 1880's to the 1940's, drawing into the discussion materials ranging through literature, philosophy, religion, sociology, economics, historical writing, politics, law, and architecture. *The American Mind* is deeply-informed and deeply-felt historical writing, perceptive, imaginative, combative, and, withal, delightfully written.

JAMES MADISON: FATHER OF THE CONSTITUTION, 1787–1800. *By* Irving Brant. *Indianapolis: Bobbs-Merrill. $6.*

This, the third volume in Mr. Brant's biography, treats Madison during the period when he was the chief author of the Constitution, President Washington's right-hand man, and then founder of the opposition party. Based on thorough research, fresh and discerning in its interpretations, consistently readable, the book is political biography of the highest order. Nothing in print provides a sounder understanding of the nature of the American Constitution.

THE GRAND ALLIANCE. *By* Winston Churchill. *Boston: Houghton Mifflin. $6.*

In this, the third volume in his magnificent history of World War II, Mr. Churchill brings the story to a new high in interest for his American audience — through the scattered fighting and the blitz of early 1941, on to the Battle of the Atlantic, the entrance of the Soviet Union into the war, and Pearl Harbor.

HALF OF ONE WORLD. *By* Foster Hailey. *New York: Macmillan. $3.*

A John Guntherish report on the peoples and leading political personalities of the Far East, by a *New York Times* foreign correspondent. Mr. Hailey's underlying thesis: The Asiatic peoples do not really want communism. They are turning to it because they expected freedom from colonialism and from poverty after World War II and are bitterly disappointed.

THE ENGLISH MIDDLE CLASSES. *By* Roy Lewis *and* Angus Maude. *New York: Alfred A. Knopf. $3.75.*

A detailed description of the English middle classes — their rise, their golden age, their position under Labour rule. Written urbanely, but with a belligerent point of view. The English middle classes, the authors believe, have been that country's most useful class and are now being systematically ruined. The same unwise procedure, they add, is under way in the United States.

Literary History and Criticism

G. Armour Craig

THE COUNTER-RENAISSANCE. *By* Hiram Haydn. *New York: Charles Scribner's. $7.50.*

To the classical Renaissance, the revival of humanistic literature in the 15th and 16th centuries, Mr. Haydn finds opposed a body of expression which rebelled against the ethical and theological assumptions of humanism. He traces this opposition not only in the works of philosophic and scientific writers but also in imaginative works, dramatic and non-dramatic, in which both the humanistic assumptions and the rebellion against them simultaneously exist. The essay focusses on Marlowe, Donne, and Shakespeare, and finds in Shakespeare especially that the co-presence of humanistic and counter-humanistic beliefs forms his tragic vision.

THE IDEA OF A THEATER. *By* Francis Fergusson. *Princeton: Princeton University. $3.75.*

The first part of this study, by examining *Oedipus Rex*, *Berenice*, *Tristan und Isolde*, and *Hamlet*, exhibits the idea of drama, of the theater, as rooted in communal ritual and myth and yet also independent of them: the very conception, "theater of life," Mr. Fergusson shows, rests upon a way of knowing, a way of organizing experience, which no philosophy or psychology adequately defines. The second part reviews the modern theater, the conceptions of which, as compared with *The Divine Comedy*, the great analogue of all drama, represent but a "partial perspective." This is therefore both a theoretical sketch of dramatic criticism and a collection of critical insights into some major dramatic works.

THE FOUR BRONTËS. *By* Lawrence *and* E. M. Hanson. *New York: Oxford University. $6.*

A biographical study of all four Brontës together which relates Charlotte and Emily to each other and to their family in such a way as to set aside the cult-like attitude with which they are usually individually treated. While the critical portions of this study are assertive rather than analytical, are "portions" rather than reflections, the family biography is complete and clear.

SHAKESPEARE OF LONDON. *By* Marchette Chute. *New York: Dutton. $4.*

A popularization of some of the products of what is still a major literary industry, Shakespeare scholarship. The conditions of the Elizabethan theater were in their largest sense the conditions of Elizabethan London, and this book relates Shakespeare's achievement to the city which supported it. For students there is a good bibliography and also an appendix in which are surveyed the most mysterious and uncertain problems of Shakespeare's life and work.

THE WORLD OF FICTION. *By* Bernard DeVoto. *Boston: Houghton Mifflin. $3.50.*

Mr. DeVoto calls his book "an analysis of the relationship between the person who writes a novel and the person who reads it." "No one can stand unshaped emotion," he argues, and it is the function of the novel, he therefore claims, to organize our emotions by answering for us the question, "How do I feel?" The analysis of fiction as an answer to this question is primarily psychological and is accompanied by observations on a great variety of novels.

THE LIBERAL IMAGINATION. *By* Lionel Trilling. *New York: Viking. $3.50.*

A collection of essays ranging in subject from Tacitus to F. Scott Fitzgerald and in method from close verbal analysis of Wordsworth's Immortality Ode to moral commentary on the present-day novel. The collection is held together less by a philosophy than by an attitude which regards literature as that institution which constantly renews and refreshes for the "liberal imagination" its necessary sense of the possible, the various, the complex, the unsystematized in our social and political experience. The theme which Mr. Trilling perhaps best discusses is the relation between psychology and literature.

Philosophy, Religion, and Education

Alain L. Locke

JOHN DEWEY: PHILOSOPHER OF SCIENCE AND FREEDOM. A SYMPOSIUM. *Edited by* Sidney Hook. *New York: Dial Press. $3.50.*

Twenty colleagues and admirers of John Dewey, in this skillfully edited volume of tributes, succeed in the rather difficult task of focussing the many facets of his variegated genius to make an illuminating interpretation both of his thought and its significant relationship to American culture. Even where technical, the main emphases are, with few exceptions, upon Dewey's connection with the problems and issues of his society and his time.

CURRENT AFFAIRS AND MODERN EDUCATION. *By* Jas. F. Corbett, Nathan Brown, Mildred B. Mitchell, Marion S. Quigley. *Edited by* Debert Clark. *New York: New York Times Press. $1.50.*

After a careful survey of what is actually being done about the teaching of history and current affairs in our national schools, a critical and constructive case is made for the public school as a builder and bulwark of democratic citizenship. The emphasis is upon a coordinated program mobilizing all of the relevant subject matter, without too much single reliance on the teaching of history and current affairs information.

OUR RELIGIOUS TRADITIONS. *By* Sterling P. Lamprecht. *Cambridge: Harvard University. $2.50.*

A scholarly and praiseworthy attempt to bridge by historical criticism the misunderstandings and cross-purposes of Judaism, Catholicism, and Protestantism. With due credit for their diverse emphases, this analysis of their common denominators proposes a bold program of overt collaboration to join common forces for the unity and moral progress of Western civilization.

CORNERSTONES OF RELIGIOUS FREEDOMS IN AMERICA. *By* Joseph L. Blau. *Boston: Beacon Press. $3.*

With scholarly competence, Professor Blau has compiled an anthology of the basic documents, decisions, and public policies governing the American traditions of the relation between church and state, religious freedoms of conscience and worship from 1644 to date. In current controversial issues about religion and public education, as well as questions of religious liberty, it is important to have this documentation presented with accuracy and objectivity.

Truman Signs Bill for National Science Foundation

President Truman recently signed a bill creating a National Science Foundation. The foundation will sponsor research in medicine, mathematics, engineering, biology, agriculture, and national defense.

The original Senate measure had been amended by the House of Representatives to provide that the Federal Bureau of Investigation not only investigate persons seeking employment in the foundation or applying for fellowships, but also pass judgment on those investigated. The House amendments gave rise to protests from scientists and from the Department of Justice. It was felt that the F.B.I. should not be asked to go beyond its function of objective investigation.

The revised bill provides that the F.B.I. shall investigate all candidates for positions with the foundation and all applicants for scholarships who would have access to information involving national security. The final evaluation of each candidate is to be made by the foundation.

For the first year the foundation will be granted $500,000 for expenditures; after this period of organization the amount will be increased to $15,000,000 annually.

Survey Shows Record Growth in U. S. Higher Education

The United States Office of Education has announced that 428,000 bachelor's and first professional degrees, 62,000 master's degrees and 6,900 doctorates will be granted in June. This is a record high for the country.

Another evidence of the growth in higher education is the phenomenal increase in the number of colleges and universities within the last two years. In that period more than 150 additions have been made to the list of recognized institutions in the Office of Education's directory of higher education, bringing the total to 1,808. Although the greatest increase was in junior and community colleges, about one-fourth of the new institutions are four-year colleges.

The larger number of colleges and universities, as well as the increase in the number of students enrolled, shows that this country is not afraid of developing the intelligence of its people, according to Dr. Earl J. McGrath, United States Commissioner of Education. Dr. McGrath said, "We believe that the more they know the better citizens they will be and the more productive members of society they will become. This extension of educational opportunities is one of the surest safeguards for the perpetuation of our liberties."

Dr. McGrath is among those who advocate a program of federal scholarships for college students. However, much opposition to such a program has been voiced. In a recent speech William J. Wallin, Chancellor of the New York State Board of Regents, expressed the fear that, by providing higher education for all, "we are likely to educate, particularly in the post-graduate area, many more men and women than can earn a living in the field in which they have chosen to be educated, and too often anywhere else, and we shall find that, embittered with their frustration, these surplus graduates will turn upon society and the Government, more effective and better armed in their destructive wrath by the education we have given them."

Sweatt, McLaurin Cases Before Supreme Court

Two cases involving segregated education are before the Supreme Court as this issue of THE KEY REPORTER goes to press. One case concerns a Negro professor, G. W. McLaurin, who was admitted as a graduate student at the University of Oklahoma but was not allowed to sit in the regular classroom or with other students in the library or the cafeteria. The other case is that of H. M. Sweatt, who was denied admission to the University of Texas law school because he is a Negro. He feels that the law school provided for Negroes does not offer an education of the same quality as that of the University.

These cases challenge the previous Supreme Court decisions upholding the right of a state to maintain separate schools for Negroes if "equal" facilities are provided. Opponents of this "separate but equal" ruling assert that there can be no equality as long as there is segregation. The states involved insist that segregation is necessary to prevent "racial unrest."

House Committee Considers Taxation Affecting Colleges

The question of taxing the income received by educational institutions from unrelated business activities has been discussed by the Ways and Means Committee of the House of Representatives. The American Council on Education and the Association of American Universities were represented at the hearing. Philip C. Pendleton and James R. Killian, Jr., the spokesmen for these organizations, declared themselves in favor of such taxation, while pointing out the dangers involved. They said that there should be a tax on income from business activities which are completely unrelated to the educational functions of the institution owning them. It is not always easy, however, to determine when a business is related to education. They warned that attempts to draw distinctions would very likely result in confusion and injustice.

Since many educational institutions now supplement their incomes by operating businesses of various types, their present tax-exempt status is being questioned. The discussion of the problem at the January meeting of the Association of American Colleges was reported in the Spring 1950 issue of THE KEY REPORTER.

Federal Aid to Education Is Advocated by ACE

The American Council on Education held its thirty-third annual conference in Chicago in May. The council, considered the most influential group in higher education, represents over 1,000 colleges and educational groups.

Federal aid to schools and colleges, perhaps the most important problem facing education today, was the major topic of discussion. Several speakers pointed out the need for federal support in order to provide the necessary educational opportunities for American youth.

Dr. Andrew D. Holt, president of the National Education Association and executive secretary of the Tennessee Education Association, cited his state as an example of those that need federal aid. In Tennessee, he said, there are 242 children between the ages of 5 and 17 for every 1,000 people and the per capita income is $4,000; Connecticut has 171 children

(*Continued on page 7*)

Know of an Opening?

Rates for items in the "Know of an Opening?" column are ten cents per word for a single insertion, seven cents per word for two or more consecutive insertions. Replies should be addressed to Member No. —, care of THE KEY REPORTER. They will be forwarded promptly to the advertiser.

665. (Mr., Mass.) *Cum laude, in Historia praecipue excellentum*, familiarity Egypt to present, maturity (43), enthusiasm (A.B. 1949), single. Available, after A.M. 1950, to help tomorrow's leaders understand man's development.

666. (Mr., N.Y.) Expecting Columbia Ph.D., English, June, '50; desires college post in English beginning September, 1950, anywhere in U. S. Pleasant environment for small son important. Experience: three years in college, high schools, adult education center.

673. (Mr., N.Y.) Ph.D. Ten years experience. English. Publications. Excellent references.

674. (Mr., Wyo.) A.B., Illinois College; M.A., University of Minnesota. Course work completed for Ph.D. Three years state university teaching experience, political science. Desires college or university position. Particularly interested in helping to develop small department. Available June, 1950.

677. (Mr., N.Y.) B.S., M.S. (M.I.T.), Ph.D. course work and half of written exams completed (N.Y.U.). Thesis in progress. Air Corps meteorologist, captain. Three years physics teaching experience at large eastern institution. Prefers college teaching, New York City vicinity. Will accept east coast. Available fall 1950.

688. (Mr., Ohio) Age 30. Married. Military service. A.B. *summa cum laude*, A.M., Ph.D. eastern universities. Two years successful history teaching in college with Phi Beta Kappa chapter. Promoted to assistant professor after first year. Desires teaching position in college or university of comparable or better grade where more time is allowed for intellectual development and research.

695. (Mr., N.Y.) A.B., *magna cum laude*, Syracuse. Major, French. Minor, Spanish. French government fellowship, Univ. Lyon, '47–'48. Completing M.A. thesis. Experience teaching. Desires college position teaching French or French-Spanish.

696. (Mr., Iowa) B.A. Princeton, M.A. Northwestern, Ph.D. Iowa, English. Now professor in art, teaching aesthetics, art history, criticism. Wishes to combine fields in general humanities program.

697. (Mr., Colo.) Associate professor, English. Graduate work Chicago; Ph.D. Minnesota '47 English-esthetics. Ten years experience college. Seeks western position English. Enthusiastic lecturer, successful researcher.

698. (Miss, Iowa) B.A., English, 1949, *summa cum laude*, University of Iowa — two years small town editing, one year teaching, interest in psychology, creative writing and social sciences, wants challenging job, preferably working with wide variety of people.

699. (Mr., D.C.) A.B. Brown, *summa cum laude;* A.M., Ph.D., Harvard. Doing area research for State Department. Desires teaching position in political science or international relations.

700. (Miss, Minn.) B.A. speech, Wisconsin, 1947. Secretarial and radio experience. Wants stimulating work — radio, publishing, personnel, other fields. Travel.

701. (Mr., N.Y.) B.A., M.A., Johns Hopkins Univ. Major in Romance languages. Desires position teaching French, Spanish, Italian.

702. (Miss, Colo.) Candidate Ph.D. Spanish, history. M.A. Latin. Veteran. Experience 17 years high school, one junior college, one army research. Wants part-time research or teaching college level.

703. (Mr., N.Y.) Thirteen years radio-television. Professional experience, programming, production, administration. Now in charge educational broadcasting, large industrial corporation. Will organize or continue college courses in field. Many "extras": public relations, general administration, good writer. Will handle public relations division, trade or professional organization.

704. (Mr., Calif.) Geologist and vertebrate paleontologist with broad interests seeks teaching position in university or private school with liberal atmosphere. University teaching fellow experience; also military and industrial (petroleum). B.A. (Iowa) general science; M.A. (California) paleontology; 1½ years graduate work in geology at Caltech. Travelled Europe, Middle East. Speaks French, German, Arabic. Age 38.

705. (Miss, N.Y.) Position teaching science. B.S. St. Lawrence, M.A. New York State Teachers.

706. (Mr., N.Y.) Yale B.A., LL.B., Law Journal. Age 32. New York and federal bar. Responsible experience in business, Navy, teaching, and private law practice. Interested in position with good future.

707. (Miss, Iowa) B.A., 1941, M.A., 1949, Iowa. Eight years' teaching experience in high school and college. Desires position in college teaching shorthand, typing, office practice.

708. (Mr., N.Y.) Age 24. B.S. economics; M.S. labor relations. Mature, personable, energetic. Seeks starting position in labor relations or closely allied field.

709. (Miss, W. Va.) WANTED: Job teaching business correspondence in large college or university by Ph.D. with office experience and teaching experience in English and business courses.

710. (Mr., S. C.) A.B., LL.B., South Carolina bar, young man, desires opportunity to work in either business or legal field.

ACE

(*Continued from page 6*)

per 1,000 population and a per capita income of $10,000. "The only hope for a decent educational program in Tennessee is help from the federal government," Dr. Holt said.

Considering the question of whether the government can afford to grant aid to education, Dr. John K. Norton of Columbia University Teachers College maintained that it would be far more costly to deprive future adult citizens of the preparation necessary to deal with local, national, and international problems.

The newly-elected president of the council, Dr. Arthur S. Adams, emphasized the need for a coordinated policy and a clearly defined relationship between the federal government and education. In discussing the financial difficulties facing most colleges and universities, he said, "Federal scholarships and fellowships would help solve some of the financial problems. I believe that the federal government can offer such help without in any way interfering with the independence of the colleges."

The creation of a University of the United States was suggested by Dr. Harold Benjamin, Dean of the College of Education of the University of Maryland. Criticizing Congress's failure to pass a bill providing financial assistance to schools, Dr. Benjamin said, "We have plenty of money for federal aid to education. We do not have enough developed intelligence for federal aid."

California

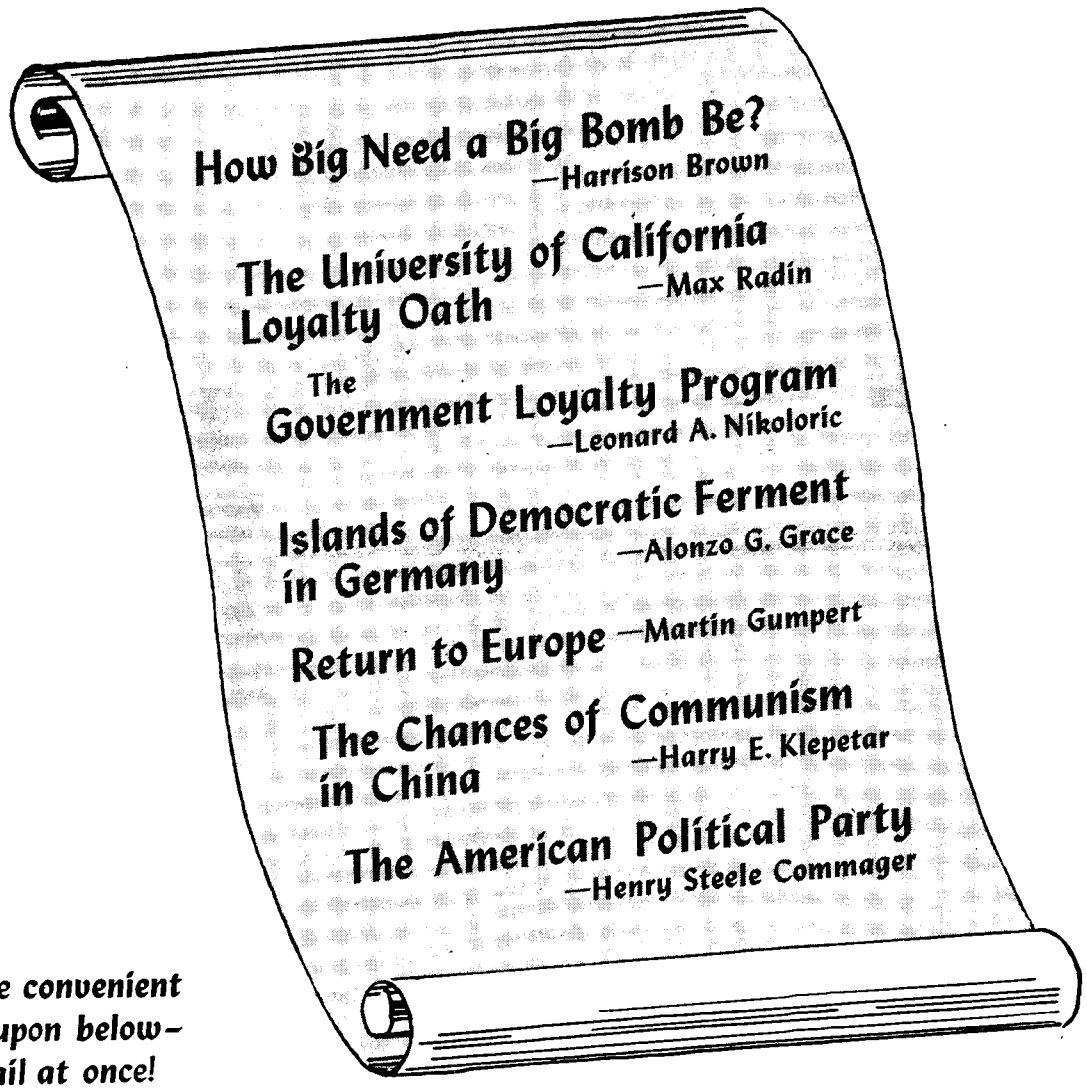
(*Continued from page 1*)

the University, expressed satisfaction with the outcome of the controversy. Dr. Sproul had proposed the loyalty oath in 1949 but had joined the opposition to it when the faculty objected.

The revised requirements were discussed by the Academic Senate but no formal action was taken.

In the Summer 1950 Number of

The American Scholar



Use convenient coupon below—mail at once!

THE AMERICAN SCHOLAR
415 First Ave., New York 10, N. Y.

Please send THE AMERICAN SCHOLAR to the address below for

☐ 1 year $3.00 ☐ 3 years $7.50
☐ 2 years $5.50
☐ I enclose remittance. ☐ Bill me.

Name .....

Street .....

City..... State.....

Also—

The Revolving Bookstand:

THE RIDDLE OF LIFE
—René Fueloep-Miller

Under Whatever Sky
—Irwin Edman

RUMFORD PRESS
CONCORD, N. H.