

# THE KEY REPORTER

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VOL. XVI • NO. 3  
SUMMER • 1951

THE PHI BETA KAPPA NEWS MAGAZINE

## U M T

### Weighing the Alternatives

By Leonard Carmichael  
*President of Tufts College*

World conditions now require the continuous maintenance of a fully effective armed force by this country and the other free nations. This need is without precedent in our national history. Few Americans are happy about this necessity, but it must be met constructively.

College men and women have reason to wish to analyze this problem with care. The best age for military service is also the usual age for college and professional school study. Those who know what higher education in all its forms each year contributes to our national life should not be silent as present-day manpower planning goes on.

The values of the free civilization which we are arming to protect must not be interfered with any more than is necessary as the na-

tion works out the hard pattern of this new program. We must see to it that our society thinks twice before providing for an uninterrupted flow of chromium gadgets and larger television sets, at the same time that some of those who do not consider all the facts tell us that higher education is not really essential in this period. In spite of a recent and disquieting rise of anti-intellectualism, it is still possible for most citizens to recognize the importance of maintaining the areas of education which alone provide a con-

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### Our Fogbound Colleges

By Raymond Walters  
*President, University of Cincinnati*

Fogbound is the word for it. The plight of uncertainty affects substantially all American universities and colleges, especially the colleges of liberal arts which are the sheltering institutions of Phi Beta Kappa chapters.

As this editorial is written, the prospect looms that Congress will enact emergency manpower legislation providing for induction into the Armed Forces of physically qualified young men, 18½ to 26 years of age. Regarding young men presently in colleges, the Selective Service System and the Manpower Policy Committee have announced an interim plan "to provide for temporary postponement from military service of those students who demonstrate a capacity or aptitude for continuance of their college studies."

What are the effects of such legislation and regulations, particularly upon liberal arts colleges? The immediate effects are to produce chaos in institutional preparation for the next aca-

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## Walters

demical year. College administrators simply don't have firm facts and figures requisite for student and faculty programs, or for financial budget making, in 1951-52.

As to entering freshmen, the estimate is that the 1951 Manpower Act will first affect registrants of 19 years and older. Thus most boys in the June 1951 high school graduating classes will not be inducted during the summer and those who start college either in June or September can probably complete their freshman year, — if present regulations are continued. Because of the low birth rate of the 1930's the numbers of both boys and girls in high school are smaller than normal. Accordingly, freshman classes will be small, but just how small will be definite only when the freshmen are actually registered and are in their classroom seats next autumn.

Of more perplexing uncertainty to college administrators is the return of upper class students. Administrators find it futile to project upon 1950-51 enrollments the "alternative bases for postponement" set forth by the Selective Service System and the Manpower Policy Committee, namely,

- (a) Attainment (for the present) of a score of 70 in the college qualifications test announced for May 26, June 13 and June 30, *or*
- (b) Rankings in the upper half of the first-year class; in the upper two-thirds of the second-year class; in the upper three-fourths of the third-year class.

Attendance forecasts on these bases are futile because imponderable factors are involved. The test and class standing prescriptions of the Selective Service System are not mandatory. Authority for postponement of college students rests with four thousand local Selective Service Boards throughout the country. Who can tell how these boards will act, especially as to students majoring in the humanities? Who can tell how college students will react about applying for postponement or about pressing their appeals, if disapproved, to state and national appeal boards?

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Raymond Walters, President of the University of Cincinnati, is a Senator of Phi Beta Kappa, and has for five years been Chairman of the Federal Relationship Committee of the American Council on Education and Chairman of the Public Relations Commission of the Association of American Colleges.

## Carmichael

tinuous stream of scientists, engineers, and others who understand the true meaning of the cultural heritage which has made our modern industrial life and our free society possible.

In recent months the Department of Defense and the Congress, as well as many educational leaders, have been hard at work upon the details of a peacetime mobilization plan for the country. Strong arguments and sometimes even intemperate words have been written and spoken concerning this matter. Military authorities have testified that universal training and service for all physically qualified young men beginning at age eighteen are best for their purposes. An armed force so created will be supplemented by a continuing career service of older officers and men.

Eighteen is also thought by many to be the best age for required military service because it normally comes at the end of the secondary school period. This means that most young men can

possibly best pay their required national time-tax of training and service before they start upon their work in life, or enter college.

The original Pentagon-sponsored bill for universal military training and service had the wise provision that each year a group of seventy-five thousand properly selected young men be sent to college after induction. Provision was also made for the continuation of ROTC training. The men in these two groups were to be selected so that after graduation they could give their full years of service to the military as officers, trained physicians, engineers, or as generally educated men.

This over-all plan would produce an active armed force and later a body of reserves which would include all physically competent men of each generation. It is believed that the adoption of this program of universal training and service would protect the nation from ever again drafting young men and throwing them into battle without essential preliminary training, as has happened before in our history.

Some years would, however, be required before the present procedures of the Selective Service System could be fully integrated into or supplemented by this new and orderly procedure of calling young men by age groups. The Selective Service System has admirably served in wartime. When a nation must suddenly recruit a maximal armed force, a selective service system which can reach into the civilian economy through a whole spectrum of age levels is essential. In a long continuing period of peacetime mobilization such as that which the nation is now facing, it is obvious that a selective plan of this sort is not nearly so satisfactory. One major difficulty with continuing selective service as a means to recruit a peacetime armed force is that it subjects all young men to continuous uncertainty during the most formative years of their lives.

After universal military training and service is established as a national pattern the number of men leaving the service will essentially equal those who are entering. When this equilibrium is

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## 175th Anniversary

On December 5, Phi Beta Kappa will celebrate the 175th anniversary of its founding in Williamsburg in 1776. To commemorate this occasion, Alpha of Virginia has invited the Phi Beta Kappa Senate to join with the chapter in celebrations on November 30-December 1, 1951 in Williamsburg.

The program planned by the chapter includes a formal initiation ceremony on Friday, Nov. 30, at which the ancient ritual used by the College of William and Mary since its establishment will be executed, as well as a reception for the Senate in President Pomfret's home and a dinner with members of Alpha of Virginia in Williamsburg Lodge. The Phi Beta Kappa Oration will round out events scheduled by the chapter for the first day of the celebration. Saturday, Dec. 1, will be devoted to business by the Phi Beta Kappa Senate.

Chapters and associations throughout the United States are being encouraged to observe the anniversary with appropriate exercises.

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Leonard Carmichael, President of Tufts College, was Director of the National Roster of Scientific and Specialized Personnel during the Second World War. He is a member of the National Academy of Sciences and a consultant to various Washington agencies. He is a writer and an editor in the field of psychology.

# PHI BETA KAPPA SCHOLARSHIPS: A CALIFORNIA PROGRAM

*This is the first of a series of articles which THE KEY REPORTER plans to run on significant chapter and association programs.*

ONE OF the most far-reaching and successful of the programs undertaken by a Phi Beta Kappa alumni group is the International Scholarship Fund sponsored by the Southern California Association. With the encouragement of international understanding as their purpose, members of Phi Beta Kappa living in southern California have been contributing generously to the Fund ever since its establishment in 1947. Their contributions, which have averaged \$5,000 a year, have helped selected foreign students earn graduate degrees at Phi Beta Kappa institutions in southern California.

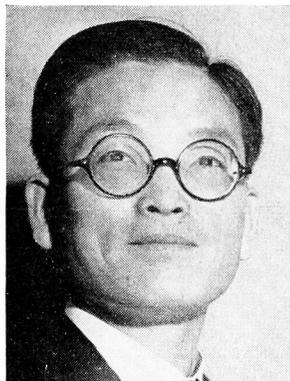
During the past three years the Fund has brought six Oriental scholars to the United States to study in fields as varied as psychology, physics, biology, library science, education and economics. Funds for one full scholarship and one grant-in-aid have already been set aside for next year, 1951-52. Through its concrete program, the Southern California Association will continue providing scholars with the means for developing their potential leadership in the world community.

What is now a well-established project had its humble beginnings in the vision and faith of Dr. George M. Day (Phi Beta Kappa, Hamilton), professor emeritus of Sociology, Occidental College. For years while teaching at Occidental, Dr. Day pegged away at the idea of exchange scholarships for foreign students. Having been a foreign student himself in Russia, 1910-13, Dr. Day was well qualified to pursue his project. He was strongly supported in his interest in international education by Dr. Remsen D. Bird, former president of Occidental, and his successor, President Arthur G. Coons.

Three meetings held in 1945, arranged by the association while Dr. Day was its secretary, stirred membership interest in international scholarships. These meetings were devoted to the theme of cultural exchange, featuring American-Chinese relations, American-Russian and American-South American-Australian exchanges. The following autumn, the idea of the International Scholarship Fund was

launched, with Jerome W. MacNair as chairman of the Fund-raising Committee, and Mrs. Irene T. Heineman as chairman of the Scholarship Awards Committee. Other Phi Beta Kappa members who played leading roles in the undertaking are Miss Elizabeth A. Wood, Secretary-Treasurer of the Fund, Dr. John A. Schutz, Dr. Herbert B. Hoffleit and Dr. Bernard Hyink. William L. Honnold and Julia Ellen Rogers each contributed \$1000 in 1945 toward starting the Fund on its way.

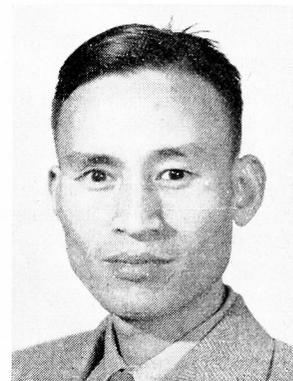
Scholarship students are selected by several different methods. They may be recommended by the Institute of International Education, or by advisers to foreign students at UCLA



DR. SOON DUK KOH



MRS. TSING S. CHU



MR. CHUNG HSIEN LI

and Southern California, through the Watumull Foundation for India, or through personal recommendations of faculty members at Occidental, Caltech, and other leading institutions in southern California. Under the Fulbright Act the State Department pays the cost of transportation for recipients of the scholarship awards.

During the academic year just past, Mr. Shunichiro Ito, a Japanese student, has been studying at Occidental on a grant-in-aid from the International Scholarship Fund. Mr. Ito, enrolled as a junior, majored in economics, as he feels that the future of Japan depends on its ability to produce and export if it is to survive. His sponsors, Dr. and Mrs. Paul E. Webb, were in Japan on a government educational mission in 1948 when they met him in Tokyo. He was

working for the Occupation forces as a properties clerk in a YMCA. A graduate of Aoyama Gakuen, a Methodist Missionary College in Tokyo, Mr. Ito earned his entire way through college by working in the Y.

Mr. Stephen Chiang, a Chinese scholar, was the recipient of the one full scholarship set aside by the Fund for the year, 1950-51. Unfortunately, Mr. Chiang has not been able to get out of China, because of increasing obstacles put in the way of those trying to obtain permission to travel within China or abroad. Mr. Chiang graduated from Fukien Christian University, and has been teaching chemistry at the Foochow Union Middle School. He had planned to take post-graduate work in chemistry at the University of Southern California.

Four of the former scholarship holders returned to their home countries last year, enriched by their studies and experiences in the United States. Not

all of them have returned to peace or to smoothly-run campuses.

Dr. Soon Duk Koh, who studied psychology for a year and a half at Occidental, returned to Korea to find that Seoul had been taken. Ewha University, where he taught, had moved to southern Korea, near Pusan. Many of the Ewha professors and students have been doing village work in Pusan, eagerly awaiting the time when classes will be resumed.

Mr. Maung Maung Kha of Burma was more fortunate. After a year studying physics at UCLA, he was able to return to the University of Rangoon and immediately start "reorganizing our laboratory, discarding obsolete apparatus and planning for more up-to-date equipment."

Miss Jyotiprava Dasgupta, who

*Continued on page 7*



# BERNARD SHAW

THIRTY YEARS WITH G. B. S. *By* Blanche Patch. *Dodd, Mead.* \$3.

G. B. S.: A POSTSCRIPT. *By* Hesketh Pearson. *Harper.* \$2.75.

BUOYANT BILLIONS, FARFETCHED FABLES AND SHAKES VERSUS SHAW. *By* Bernard Shaw. *Dodd, Mead.* \$3.

*A Review by John Cournos*

NO MAN is a hero to his valet, and no author is a hero to his secretary. Blanche Patch, for thirty years, was secretary to Bernard Shaw. She is a shrewd, observing woman, with no nonsense about her. A member of the Shaw household, she had unequalled opportunity for watching him, day in, and day out. She admired him, it goes without saying, but she took him with a grain of salt. Her book has the charm of observed intimacy, hence has definite value as a contribution to a portrait, which others may have sketched in on a more heroic scale. Future biographers will not be in a position to pass over Blanche Patch.

What emerges here is a man who had a mind, by no means a super-mind, but one who did not bear the burden of a big heart. In his relation to others, without the positive fault of cruelty, he was a little less than normally human. He tolerated; he was not actively kind. He had a superb dialectical mind, which too often partook of the mind of a playboy. He had no difficulty in winning an argument, yet one has the feeling that as often as not he did it for its own sake, rather than for the sake of a truth he passionately felt.

The writer of this essay recalls vividly a debate between Shaw and Gordon Craig in a small London hall, sometime in 1913 I think. Earlier in the day Craig approached this writer with the request: "Please do me a favor and come to hear us tonight. I'd like to see at least one friendly face in the audience." Shaw, of course, could not have said that to anyone; he was self-sufficient; he was independent of all friendly encouragement; he emitted no warmth, and he needed none. It is needless to say that he won the debate easily — "on points," as they would say of a prizefight. Yet there was little doubt that the truth — and the warmth of truth — was all on Craig's side. This writer, too, recalls a meeting

with Shaw in his Adelphi Terrace flat some years later. He broached to Shaw the subject of a possibly innocent man in an American federal jail, and wondered if anything could be done about it. "You tell me this man is a great mathematician?" said Shaw. "Why, then, shouldn't he work his way out by some mathematical formula?"

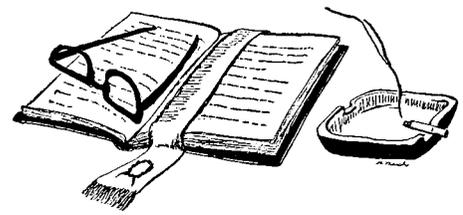
He was "the complete extremist," says Miss Patch of Shaw. She tells how he startled a group of simple Lancashire chapel-goers with his remedy for idlers. He suggested that they be taken before a tribunal and, if found wanting in service for the community, be consigned to the lethal chamber. "I would have no Weary Willies and Tired Tims," he said. This was in Shaw's Communist phase. What he said must have got around, for we read that "I do not remember having seen one tramp come to the door at Shaw's Corner."

Not for Shaw the brotherhood of man. According to Miss Patch, he was too sound a realist for this: "he held that what people needed to be taught was that they had plenty of good reasons for hating one another and 'the better they understood one another the less they will like one another,' that did not justify them in injuring one another."

He had no use for Christian dogma, yet at Ayot he subscribed liberally to the repairing of the church organ and the installation of its electric engine. "I am not a Baptist but I enclose a cheque," he wrote to an appeal from another church for a new organ. His Communism, it is indeed suggested, was of a milk-and-water-kind.

It is impossible to reconcile all the contradictions of Shaw's character. He started his earning life as a perfectly competent cashier in a Dublin bank, yet in his later years he had the haziest ideas about money. Among other things he "flatly declined to face the fact that

*Continued on page 5*



## NATURAL SCIENCES

**Kirtley F. Mather**

COOPERATION AMONG ANIMALS. *By* W. C. Allee. *Henry Schuman.* \$3.50.

Stresses the human implications of principles of biological relationship, notably cooperation as contrasted with aggression, observed among many animals.

GEOGRAPHY OF THE PACIFIC. *Edited by* Otis W. Freeman. *John Wiley & Sons.* \$10.

An authoritative compilation of up-to-date information concerning the physical, economic and political geography of the Pacific Islands and the continent of Australia.

THE WORLD OF SCIENCE. *By* F. Sherwood Taylor. *W. W. Norton.* \$7.50.

Panoramic compendium of reliable information about all aspects of the physical and biological sciences.

THE GROWTH OF SCIENTIFIC IDEAS. *By* W. P. D. Wightman. *Yale University.* \$5.

Science revealed as a struggle "charged with humanistic value."

## PHILOSOPHY, RELIGION, AND EDUCATION

**Alain L. Locke**

THE IMPACT OF SCIENCE ON SOCIETY. *By* Bertrand Russell. *Columbia University.* \$2.

A critique of our science-controlled society which reduces its future to three crucial unsolved problems — the abolition of war, an equitable distribution of wealth and a scientifically regulated ratio between natural resources and population.

THE SCHOOL IN AMERICAN CULTURE. *By* Margaret Mead. *Harvard University.* \$1.50.

The basic reconstruction needed today in the educator's views and values to meet the changed and changing forms of contemporary culture.

BEYOND MYTHOLOGY: A CHALLENGE TO DOGMATISM IN RELIGION. *By* Richard W. Boynton. *Doubleday.* \$3.

A plea for the reconciliation of science and religion through the abandonment of literalism and fundamentalisms and an emphasis on social moral guidance.

John Cournos, critic for *The New York Times*, *The Saturday Review of Literature* and other publications, is author of *The Mask*, *Babel*, *The New Candide* and *The Devil's English Gentleman*.

## SOCIAL SCIENCES

**Eric F. Goldman**

**ECONOMIC ASPECTS OF ATOMIC POWER.**  
By Sam H. Schurr and Jacob Marschak.  
*Princeton University.* \$6.

The most thorough appraisal yet available of the coming impact of atomic power on a wide variety of industries and on the industrialization of backward areas.

**FLORENCE NIGHTINGALE.** By Cecil Woodham-Smith. *McGraw-Hill.* \$4.50.

A distinguished biography, based on rich manuscript material, which revamps the school-book picture of this beautiful, brilliant and obsessed woman.

**SEVEN DECISIONS THAT SHAPED HISTORY.** By Sumner Welles. *Harper.* \$3.

Revealing, vigorously-argued analysis of crucial decisions in foreign policy from 1937 to 1944, by Roosevelt's obstreperous Under-Secretary of State.

## LITERARY HISTORY AND CRITICISM

**G. Armour Craig**

**A DICTIONARY OF AMERICANISMS.** 2 vols. Edited by Mitford M. Mathews.  
*University of Chicago.* \$50.

"As used in the title of this work," says the Editor in his Preface, "Americanism" means a word or expression that originated in the United States. The term includes outright coinages, as *appendicitis, hydrant, tularemia*; such words as *adobe, campus, gorilla*, which first became English in the United States; and terms such as *faculty, fraternity, refrigerator*, when used in senses first given them in American usage." The Editor also clearly states the great usefulness of the dictionary for all students of American life: it will "focus attention on those terms with which the founders of the nation and those who came after them have felt impelled to augment their vocabulary. This dictionary is an index of the history and culture of the American people." The etymologies are given with rare clarity and honesty, the pictorial illustrations are excellent, and the bibliography of works cited is a most interesting collection of American lore.

**ROBERT BURNS.** By David Daiches.  
*Rinehart.* \$3.50.

A critical exposition of Burns' poetry.

### Correction

The Spring issue of *THE KEY REPORTER* erroneously stated that chapters of *EVOLUTIONARY THOUGHT IN AMERICA*, edited by Stow Persons, were originally delivered as lectures to Yale undergraduates in an American Civilization Program. They were delivered before the American Civilization Program at Princeton University. Yale University Press published the book.

**THE MEANING OF SHAKESPEARE.** By Harold C. Goddard. *University of Chicago.* \$6.

An analysis and appreciation of each of the Plays.

**MODERN POETRY: AMERICAN AND BRITISH.** Edited by Kimon Friar & John Malcolm Brinnin. *Appleton-Century-Crofts.* \$4.

A rich and well-annotated anthology.

## FICTION, POETRY, AND THE FINE ARTS

**John Cournois**

**INSURRECTION.** By Liam O'Flaherty.  
*Little, Brown.* \$3.

Novelist writes again on his favorite theme: Dublin during the Easter uprising of 1916. Tense and moving.

**SCHUBERT: A MUSICAL PORTRAIT.** By Alfred Einstein. *Oxford University.* \$5.

The story of the famous composer's life, an evaluation of his work, with stress on his songs. Deals with relations to contemporaries, especially Beethoven.

**ILLEGITIMATE SONNETS.** By Merrill Moore. *Twayne Publishers.* \$2.75.

Mr. Moore has a rare sense of humor and satire which willy-nilly gets into his verse. It is a little too analytical to be great poetry; nonetheless, it is readable and entertaining.

**Shaw**

salaries earned before the war were quite insufficient in the succeeding years of peace. In his own mind, Shaw priced everything at pre-war standards, and he really believed that we were all on the velvet."

Since the contemporary public is eager to know how an author lives in his home, how he dresses, what he eats, what his relations are with his wife, friends and acquaintances, it is all here, supplied by the indefatigable pen of the very observing Miss Patch. Contrary to general opinion, Shaw was a silent man at home, and to keep others from talking during a meal he would turn on the wireless.

I have left myself but little space to speak of Hesketh Pearson's "Post-script" to his previously published "Full Length Portrait," which it superbly supplements. Every reader of Miss Patch's book should read both of Mr. Pearson's books, which deal mainly with the inner man as Miss Patch's deals presumably with the outer. I say "presumably" because if "manners maketh the man" then surely the inner man is not wholly ignored in her book.

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**Carmichael**

established higher education can largely depend for its new members upon those who have completed their required service. It has been urged, however, with good reason that a device providing for the temporary deferment of many or even all students now in college might well be adopted in this interim time. Under such a plan some students would be deferred until they have completed their courses of study, so that they could give full military service after graduation as educated men and not as college students whose work has been interrupted. The number of students who are not deferred for some other reason and who would be involved in such a deferment next year would be less than 350,000 individuals. This number would be further reduced if the well-considered plan advocated by General Hershey is put into effect. That plan would require a specified class standing or a satisfactory score on a national test for deferment. A purely temporary plan of this sort does not seem to discriminate unfairly in favor of the college student, because all the men affected would in a year or two give full military service. It may also be pointed out that after such deferment the graduates who would enter the service might be more effective soldiers or sailors because of their completed education.

Certain leaders of higher education have recently almost seemed to lean over backwards in favoring self-denying procedures for colleges as plans for mobilization have been discussed. In this debate it has been refreshing to read the words of an active and distinguished Army General who has recently defended the role of the humanities in a democratic society.

Slowly and painfully America is working out the unwelcome details of a mechanism by means of which we can insure the continuing military strength which we require. Every effort must be made to see to it that we strengthen rather than destroy the liberal, intellectual, ethical and religious traditions of the free world.



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# Know of an Opening?

741. (Mr., Ind.) A.B., A.M., LL.B., Ph.D. Age 50. Married. Department chairman state university fifteen years. Desires educational administrative position, editorial, business or legal employment.

742. (Mr., Ill.) A.B., M.A., Ph.D., Chicago. 12 years teaching experience. Publications. Desires position in 4-year liberal arts college or university in ancient or medieval or modern European history field. Middle West preferred. Available September, 1951.

743. (Miss, Okla.) B.A., Spanish major, Oklahoma '45, five years secretarial experience with airline. Wants secretarial or other work involving use of Spanish.

744. (Mr., Wis.) A.B., 1938, M.A. 1939, Cornell; advanced study in classics and English, with concentration in world literature, literary criticism, English literature, 1940-43; numerous honors. Experience: six years university instruction in English and Greek. Desires teaching position in humanities, college or university. Excellent recommendations.

748. (Miss, N. Y.) M.M., Ph.D. course work completed at N.Y.U. in musicology. Three years Paris and USA with Nadia Boulanger. One year Pontifical Institute of Mediaeval Studies, averaged *magna cum laude*. College teaching experience. Prefer college or university teaching. Would consider research or other field where use could be made of above background.

753. (Miss, Mich.) Age 31. M.A. University of Michigan, and advanced work, M.S.C. European travel. Regular and orthopedic teaching; camp and summer school experiences in special education. Wishes to establish cerebral palsy school. Will consider position offering contacts wider than those of public school classroom. Available Summer, 1951.

754. (Mr., N. Y.) M.A., advanced Ph.D. candidate. Age 26. Teaching experience. Available June or September for teaching introductory economics, theory, money, international economics, comparative systems, cycles, or for research using statistics and several languages.

755. (Miss, Pa.) Teacher — French, Spanish, M.A. wishes job in Philadelphia or on Main Line. Also interested translation, clerical work. Uses stenotype.

759. (Mr., N. J.) Ph.D. in English (Duke). Five years college teaching. Periodical publications. Special field: Victorian, American literature. Age 37.

762. (Mr., Ohio) Ph.D. Family man. Writer. Sixteen years teaching English, American literature. Some administrative experience. Desires college teaching or administrative position; East, Midwest.

770. (Mr., N. Y.) A.B., Harvard, *magna cum laude*. Ph.D. Professor of philosophy in mission college; 35 years experience India and Pakistan; on leave in NYC, June '51-June '52. Perfect

health. Desires teaching (regional or social studies, philosophy, religion), editorial or library work.

771. (Mr., N. Y.) Harvard *summa* '39, Ph.D. English, Harvard '51. 4 years' teaching experience, Chicago and Smith. Also experienced public relations; foundation administration. Four languages; publications. Wants editorial, personnel, public relations job, New York area; or teaching and/or administration anywhere in U. S.

772. (Mr., Mass.) Ph.D. in history and international relations; age 36; desires teaching appointment September 1951. Fields: American diplomatic history, history of England and of British Empire and Commonwealth, 19th Century Europe. Will also consider position with firm doing business abroad as director of research in appropriate fields.

773. (Mr., Pa.) Pianist-teacher. Age 25. Veteran. A.B. in chemistry, University of Pennsylvania, 1946; B.S., M.S. (1951) in Piano, Juilliard School of Music. Frank Damrosch Prize for highest all-round rating in graduating class, 1949. Extensive concert, teaching experience. Desires to teach piano with performance opportunities in Conservatory or Music Department of a college, fall, 1951. Related subjects considered. Excellent references.

774. (Mr., Tenn.) University instructor, French and Spanish. Ph.D., Western Reserve University, 1950. Desires college or university position, September, 1951.

## KNOW OF A TITLE?

THE KEY REPORTER has been living with a thorn in its side long enough. We wince every time we are confronted with the title of this department. Life is earnest, but do we have to stand arms akimbo and proclaim its ruggedness with "Hey, bud, know of an opening?"

We have thought of many other titles for this page, simple ones, eloquent ones, facetious and bombastic ones. But not the perfect one.

The perfect title may be at the tip of your tongue. Will you help us find it? Please send us your suggestion. Let it be appropriate to the qualifications of our Phi Beta Kappa advertisers, but not necessarily formal or pedantic.

THE KEY REPORTER is counting on your help. Let us hear from you — soon.

775. (Miss, Mich.) M.S. nursing education, University of Chicago. Experience in teaching and administration in basic professional program in nursing. Interested in similar position.

776. (Mr., N. Y.) B.S., M.S. (M.I.T.), Ph.D. course work and exams completed (N.Y.U.), thesis by fall, 1951. Captain, Air Force Meteorologist. Five years' college physics teaching experience. Desires teaching N. Y. or east, fall, 1951.

777. (Miss, Colo.) Age 27. B.A., *magna cum laude*, Colorado '44, B.S. in L.S., Denver '46, M.A. candidate (English literature) June, 1951. Five years' experience college library cataloging. Would prefer to teach English in small private college, western U. S. if possible.

778. (Miss, Pa.) A.B. Dickinson, 1950; M.A. Columbia, 1951, student, personnel administration. Desires any type of college personnel work.

779. (Mr., Italy) Married man, family, 42; Ph.D. Harvard, history; administrative and teaching experience; Europe 1949-51; available for position beginning summer or fall, 1951.

780. (Miss, Miss.) A.B. Indiana, 1922; Ph.D. Yale, colonial history. Teaching experience: American, European, Latin American and English history; Methods; Political Science; International Relations. Honors, fellowships, publication. Desires college position.

781. (Mr., Mass.) Member Harvard faculty. Ph.D., Columbia. American History. Twelve years' college teaching experience. Special fields: history and philosophy of education; social and intellectual history. Seeks university post.

782. (Mr., N. Y.) College honors. M.A., residence, written examinations for Ph.D. (English) completed, Columbia. Instructor (temporary), major Eastern college. Strong background English, American literature and history. Desires college teaching or appropriate editorial position.

783. (Mrs., Ind.) A.B. *cum laude*, fine arts. Working for M.A. from Northwestern University with emphasis on art education on college level. Teaching experience in primary and secondary levels. Interested in college position as a new experience but enjoy teaching any age group. Particularly interested in Southwest.

784. (Mr., N. Y.) B.A., Rochester (Division of Honor Studies); M.A. Columbia, 1951, English and Comparative Literature; age, 24; single; veteran. Available now. Desires position in Northeast.

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.

This column is maintained as a convenience for members of Phi Beta Kappa. The United Chapters takes no responsibility for placing or recommending applicants.

THE KEY REPORTER



## Walters

A new imponderable has sprung up. Following the President's Executive Order and Selective Service publication of the deferment plan, hostility flared forth — bitter criticism from certain newspaper editors, columnists and radio commentators. Some of them manifestly misunderstood "deferment" to mean "exemption." The Manpower Policy Committee explained that "this program will not permit college students to avoid service in the Armed Forces. . . . Some college students will be able to complete their basic education. When they have completed it, however, they will be available to local Selective Service Boards for prompt induction into the Armed Services." The Manpower Policy Committee stressed that to permit "students to continue their educational program is essential," because "it means that the Armed Forces will have the benefit of men trained to serve more effectively."

Opposition has continued despite the Committee's clarification. In this opposition, certain eminent educators have joined, believing that the Selective Service plan is "undemocratic," that it "establishes a privileged class" and that it "will breed irresponsible and dangerous attacks on the whole system of higher education."

A wave of anti-intellectualism would particularly hurt colleges of liberal arts and the humanistic education for which Phi Beta Kappa stands. We should try to make it clear to the public that the attitude of higher education has been genuinely patriotic; that, at the Washington conference of the American Council on Education and at the Atlantic City meeting of the Association of American Colleges, support without a dissenting voice was given for the general principles of the manpower bill. Representatives of colleges and universities in all parts of the country thereby recognized that Soviet Communism presents a menace to the

world and they approved strengthening of American military power to meet this very real and present danger. With these declarations, the colleges and universities of the land accepted loyally the sacrifices which will be demanded.

What these sacrifices may mean financially is evident from the recent statement of the Commission on Higher Education. Its national study shows that (a) privately-supported universities and colleges depend upon institutional fees for 63.5 per cent of their educational income and that (b) publicly supported institutions (state and municipal) in 1948 obtained 32 per cent of their income from student charges. With tuition income down in consequence of the sharp drop in men students and with expenses up in consequence of inflation, American higher education faces the gravest crisis in its history. To weather the economic storm of the next several years, privately-supported institutions must receive increased support from those who believe in independent education, in liberal arts education.

Fogbound and impoverished as we of the colleges now are, we must keep looking ahead to our long-run purpose and duty. The present plight of American colleges and universities is a challenge to all who cherish the liberal arts tradition. To meet that challenge is the duty of all of us who wear the Phi Beta Kappa key not as a badge of honor but as a symbol of faith.

## Shaw

Lastly, there is Shaw's posthumous pieces published under the title given at the top of this review. There are live sparks here, even in the dying embers. Shaw's mind never quite went dead. And, surely, there is authentic pathos in his Preface, when he tells us: "I cannot hold my tongue nor my pen. As long as I live I must write. If I stopped writing I should die for want of something to do." And there are rewarding bits of the old Shaw in the pages which follow.

## Scholarships

spent a year engaged in research in education, returned to India via England. As soon as she arrived home in September, she resumed her work at the Teachers' Training College and the Department of Domestic Science of Calcutta University. India, she writes, was suffering from several disturbances

at the time, including the earthquake in Assam and trouble in East Pakistan.

Mr. Chung Hsien Li, after two years of biological research at Caltech, is back in China where he is teaching several courses in botanical sciences at National Northwest University in Sian, Shensi.

One of the scholarship students did not return home last year. Mrs. Tsing S. Chu, who received an M.A. degree in Library Science from the Library School of the University of Southern California, is working at present in the Library of La Verne College, California, while her husband teaches at Skidmore College.

The plans of the Association for the next academic year, 1951-52, are to award one full scholarship and one grant-in-aid. Mr. Takeshi Haruki, with Dr. Day's personal sponsorship, is applying for the full scholarship. A graduate of Occidental in 1933, Mr. Haruki is at present working in Japan for UNESCO and the United Nations. If his application is approved by the Scholarship Awards Committee, Mr. Haruki will take his doctorate in Political Science at the University of Southern California.

Not only is the Southern California Association contributing its share toward cultural understanding, but the scope of its program is also serving as a pace-setter for other associations.

### 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.

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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.

Editor: Diana Chang. Book Committee: John Cournos, Armour Craig, Eric F. Goldman, Alain Locke, Kirtley F. Mather. Consulting Editor: Carl Billman.

# THE American Scholar

for SUMMER, 1951

## Changing Values in the Western World

The stenographic record of a lively, yet searching, symposium about the differences between the nineteenth and twentieth century concepts of human nature, and what changes have occurred in the traditional attitudes toward individual freedom. The participants are: Simon Michael Bessie, Alan Gregg, Matthew Huxley, Alain Locke, Walter Mehring, Arthur Schlesinger, Jr., Frederick Weiss, Hiram Haydn.

## Freud, Religion and Science

David Riesman, author of the recently published *The Lonely Crowd*, examines the growing tendency for religion to claim Freud as an ally.

## Snobs, Slobs and the English Language

Donald J. Lloyd

A good-natured debate—with distinguished opponents who take spirited issue over the English language: what it is, and what it should be.

## The Retort Circumstantial

Jacques Barzun

## The Lost Library — Walter Mehring

A delightful account of a distinguished German writer's reaction to life on a New England farm and his colloquies with the farmer.

## Book Reviews on —

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