

the cavalry made it unserviceable to Lee. Nor did the Commander of the Army of Northern Virginia lose confidence in the happy cavalier whose military judgment was usually sound. Stuart did noble work at such places as Chancellorsville, Brandy Station, and in the Wilderness campaign until the mortal wound delivered at Yellow Tavern brought an end to his romantic career.

When there was hard fighting Stuart was in its midst; but while resting, refitting, or recuperating his infectious personality was unrestrained and headquarters echoed with joyous times. Although he was a devoted husband and very religious, Jeb was a great ladies' man, the personification of chivalry to Southern womanhood. His camp was a mecca of mirth. There was always music; fiddlers, Negro dancers and singers, Mulatto Bob on the bones, and Sam Sweeney on the banjo constantly kept things gay.

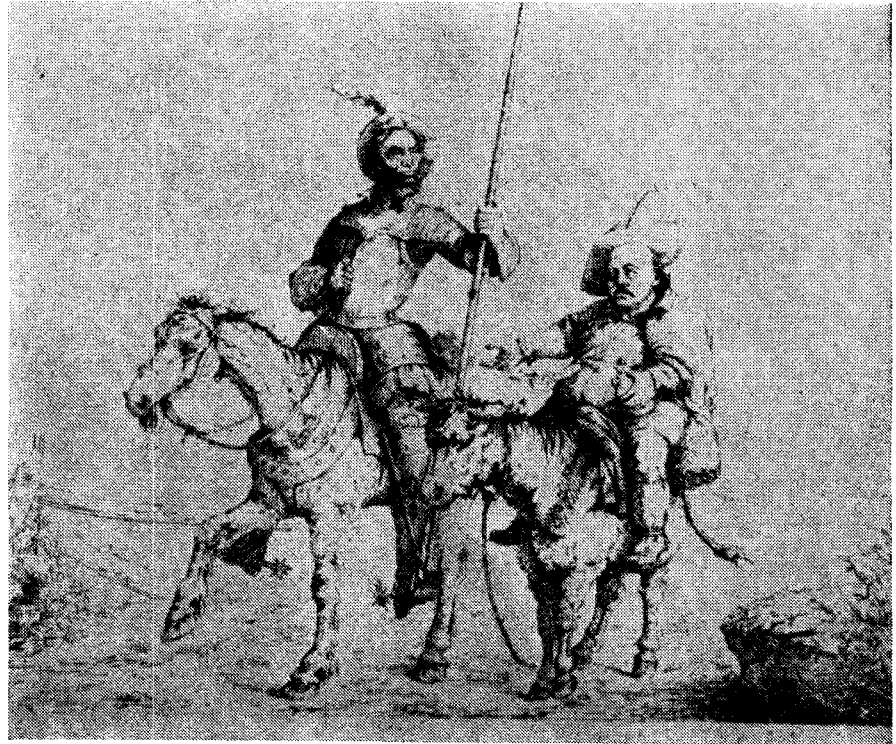
The dash of the warrior, the vanity of the soldier in the plumed hat, the spectacular exploits of the cavalry, and the color of the camp retinue are perfect ingredients for the impressionistic style of writing that comes naturally to Burke Davis. Using the observations and experiences of those who were there, in "Jeb Stuart: The Last Cavalier" he captures the thrill of the gallop, the strain of the gruelling rides, and the satisfaction of the unexpected strike. He superbly catches Stuart in his exuberant way of relaxing, at his careless ease, and amid the splendor of the grand reviews.

Jeb Stuart offers Mr. Burke more latitude in this type of presentation than he enjoyed in his recent biographical studies of Jackson and Lee. But as Jeb was tempted to follow dramatic exploits without seeing the disservice he was doing to the Army or over-anxiously disclosed the vulnerability of Federal positions to the foe, Davis is tempted to rely on the color and flavor of historical writing. As a consequence he is at times careless in his reporting, as in the section on the Peninsula campaign, or passes over with ease the logistical, strategic, and political problems which confounded all Confederate commanders.

THEY CALLED HIM "BEAST": "These women evidently know which end of them looks the best," said General Benjamin Franklin Butler when six New Orleans girls demonstrated Confederate sympathy by turning their backs upon him. The incident occurred in May 1862, during the Union general's military rule of New Orleans. Shortly afterward Butler decreed that any woman who showed contempt for a United States officer should "be regarded and held liable to be treated

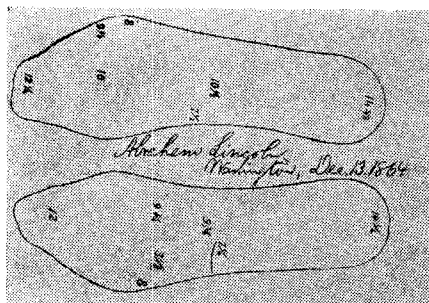
as a woman of the town plying her avocation." Outraged Southerners promptly coined the phrase "Beast Butler," but Hans Louis Trefousse makes it clear in "**Ben Butler: The South Called Him Beast!**" (Twayne, \$5) that his man was something more than an insulter of Southern womanhood. Primarily Butler was a shrewd, tough-minded, self-seeking Massachusetts politician, who gained enough prestige in Republican circles to force

Lincoln to take his military pretensions seriously, and who after the war became a vociferous Congressional advocate of the impeachment of President Andrew Johnson. As Governor of Massachusetts in the 1880s he championed Negro rights, woman suffrage, and labor reforms. Colorful, demagogic, Benjamin Butler was, concludes the author, "slightly tarnished perhaps, but productive of good nonetheless." —HAL BRIDGES.



Abraham Lincoln and the political general, B. F. Butler, in a cartoon etching by Dr. Adalbert Johann Volck.

BACK IN 1952 Stefan Lorant offered Civil War buffs a welcome Christmas present—a volume containing all the known photographs of Abraham Lincoln. This week he offers it in a new, improved version: "Lincoln: A Picture Story of His Life" (Harper, \$7.50). The "improvements" include two lately discovered pictures, corrections of the original edition's errors, an updated bibliography, material about Lincoln stereoscopic pictures, a series of *Punch* cartoons attacking Lincoln, sections on the assassination and the conspirators.



The President outlined his foot dimensions for a New York shoemaker.



Life charcoal sketch drawn by Albert Hunt a few weeks before the assassination.

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No Bargain Basement for Higher Education

WE ARE approaching a showdown in the situation of the American private college and university.

Endowments in most cases will not be enough. Support from foundations and corporations will not be enough. Federal aid will not be enough—if, indeed, there will be any Federal aid at all. Present tuition fees will not be enough.

Thus, at precisely the time when more students demand higher education than ever before, the private colleges and universities are confronted with the gravest problems in their history.

One obvious line of attack for the non-tax-supported school would be to raise tuition costs. Yet it is equally obvious that high tuition costs should not have the effect of reducing college enrolment and depriving large numbers of qualified students of a higher education. In any event, the chairman of the President's Committee on Education Beyond High School, Devereux C. Josephs, has advocated that the student pay a greater share of the cost of his education.

The basic question, therefore, is how to increase tuition without decreasing the educational potential. A new approach is necessary. Such an approach accepts the need for higher tuition fees to meet the cost of education, but it seeks to do this on a long-term basis, with the undergraduate himself participating in the plan.

By way of background for this suggestion, let us review some facts. For some years higher education has been made available at bargain prices. The student could buy for a \$1,000 annual tuition fee a course of instruction that

necessitated an outlay of at least twice that sum. Result: an annual deficit that had to be made up in various ways. Chief source of meeting the deficit was income from endowments. Contributions from business and, more recently, from the larger foundations were other major deficit-reducing factors.

Endowments, however, are carrying less and less of the load. They no longer can guarantee the solvency of the old schools and they are not going to be plentiful enough to create the necessary new ones. In 1940 income for colleges and universities from endowments was 26 per cent of total income; by 1950 it was 14 per cent, and it is still dropping.

As a result, there has been a tremendous step-up in fund-raising activity among the graduates of all private colleges and universities. Alumni groups are reported to have given their institutions well over \$106 million in 1956, compared to about \$78 million in 1955.

Along with this, tuition fees have been substantially increased to a point where many middle-income parents with two or more children of college age no longer can finance their continued education. This increase is more than offset by the increase in operating costs and the need to build up a reserve for maintenance and expansion.

Among many proposals for making up the difference is that the business community give 1 per cent of business profits before taxes for higher education. Based on 1954 profit figures, this would provide \$350 million for our independent, privately endowed colleges and universities, allowing

them to increase salaries by \$200 million and to provide for modernization and maintenance of their plants with the remaining \$150 million.

However, a significant note of warning appears in the report of the President's committee, which says: "Educational budgets would be very unstable if corporate giving were the principal source of funds. Too many private factors, such as a drop in earnings or changing stockholder attitudes or the competitive situation of particular corporations, could indirectly affect public needs.

An important step has been the establishment of the National Merit Scholarship Corporation, which has offered to devote \$8 million to matching, dollar for dollar, gifts by business firms for college scholarships and supplemental gifts to the institutions where the scholarships are used. This is an independent agency, financed initially by gifts of \$20 million from the Ford Foundation and \$500,000 from the Carnegie Corporation.

Scholarships, however, are only a partial answer. I return, therefore, to the place of the undergraduate himself in matters of keeping our private colleges solvent and in finding a way to equate tuition with actual instruction costs without depriving gifted students of the opportunity for higher education.

For some years I have been advocating that at least ten medium-sized colleges in the United States should get together in order to devise a "study now, pay later" plan. The entire plan would be based on the fact that the tuition could be increased to whatever extent necessary to meet the costs of the instruction. Those students who were not on scholarship and whose parents were unable to meet the tuition fees would be given the option of paying for their education over a long period of years beyond their graduation. Existing scholarships and loan arrangements would be unchanged. In addition, this arrangement envisions a plea to the Federal and state governments to make postgraduation-payments deductible from income taxes.

Will a youngster handicap himself seriously by assuming the large burden of debt involved in paying ultimately for his college education?

We think not. Instalment payments need not begin until several years after graduation. Fifty dollars a month may make a dent in a man's income, but people cheerfully make dents at least as large in their income for automobiles, television sets, refrigerators, trips around the world, etc., etc. A college education is at least as important. Moreover, a college education actually provides the increased