

Ten Outstanding Scholars

Education is moved and shaped not only by the administrators who manage the nation's vast and complex educational enterprise, and by the teachers who undertake the task of improving the minds of students in schools and colleges, but also by the scholars who devote their lives to the task of broadening and deepening the reservoir of human knowledge.

In an effort to emphasize the important role these scholars play in advancing education, the American Council of Learned Societies has, each year since 1958, honored ten of them, chosen by a panel of their peers, with special awards in recognition of their "distinguished accomplishment in humanistic scholarship." These awards, amounting to \$10,000 each, have been made possible by a grant to the Council by the Ford Foundation.

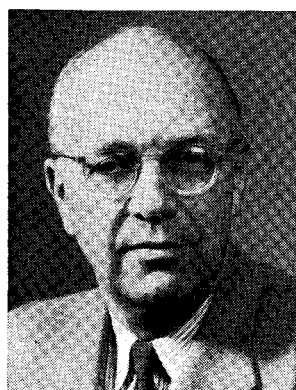
This year's winners are pictured here, with a brief biographical sketch of each. All of the ten are still actively teaching at American colleges and universities. Their average age is 58.

KENNETH EWART BOULDING

was born in England and educated at New College, Oxford. An economic theorist at the University of Michigan, he was awarded the Clark Medal of the American Economic Association in 1949. His books include "Economic Analysis," "The Organizational Revolution," and "The Skills of the Economist."



HARRY LEVIN, Babbitt Professor of Comparative Literature at Harvard University, received his A.B. from that institution. Following study at the University of Paris, he was a Junior Fellow of the Society of Fellows. He became a Chevalier of the French Legion of Honor in 1953. Among his books are "James Joyce: A Critical Introduction," "The Power of Blackness: Hawthorne, Poe, Melville."



JOHN KING FAIRBANK is Francis Lee Higginson Professor of History at Harvard University, where he received his A.B. in 1929. After a Ph.D. at Oxford he became the special assistant to the American ambassador in China during World War II, and director of the U.S. Information Service there in 1945-46. A specialist in Chinese history, he is author of "The United States and China" and other books.



ROBERT K. MERTON received his A.B. from Temple University and his Ph.D. from Harvard. He is associate director of the Bureau of Applied Social Research at Columbia. His books include "Science, Technology and Society in 17th Century England," "Social Theory and Social Structure," and "Mass Persuasion."

ERWIN R. GOODENOUGH has been on the Yale faculty since 1923 where he is John A. Hooper Professor of Religion. He received an A.B. from Hamilton College, an S.T.B. from the Garrett Biblical Institute, and a Ph.D. from Oxford. His major work, the result of two decades of research, is the ten-volume "Jewish Symbols in the Greco-Roman Period." Other works include "An Introduction to Philo Judaeus."



MARJORIE HOPE NICOLSON, an authority on the literary impact of scientific discoveries, is William Peterfield Trent Professor of English at Columbia University. She received her A.B. from the University of Michigan, her Ph.D. from Yale. Among her books are "A World in the Moon" and "Newton Demands the Muse," for which she received the Crawshay Prize for English Literature from the British Academy.



F. S. C. NORTHROP is Sterling Professor of Philosophy and Law at Yale University. A specialist in the philosophy of natural science and in comparative political and cultural philosophy, he received an A.B. from Beloit College, a Ph.D. from Harvard, and also studied at Trinity College, Cambridge. His books include "The Logic of the Sciences and the Humanities," "The Meeting of East and West," and "Taming of the Nations."



ALEXANDER COBURN SOPER is Professor of the History of Art at both Bryn Mawr College and New York University. An authority on Far Eastern art and architecture, he received his A.B. from Hamilton College, his M.F.A. and Ph.D. from Princeton. He is the author of "Evolution of Buddhist Architecture in Japan" and "Literary Evidence for Early Buddhist Art in China." He also contributed to the Pelican History of Art.



OWSEI TEMKIN, William H. Welch Professor of the History of Medicine at Johns Hopkins, came in 1932 from the University of Leipzig. A native of Minsk, he received an M.D. from Leipzig and after a medical internship joined the faculty there. He has been director of the Institute of the History of Medicine since 1958. Among his books are "The Falling Sickness" and "Soranus' Gynecology."



C. VANN WOODWARD is Sterling Professor of History at Yale. He received his A.B. from Emory University, his A.M. from Columbia, and his Ph.D. from the University of North Carolina. In 1954-55 he was Harmsworth Professor of American History at Oxford. His books include "Origins of the New South," "Reunion and Reaction," and "The Strange Career of Jim Crow."

The Role of Scholarship in the World of Affairs

THE PACE and complexity of current history no longer permit a leisurely lag between ideas and knowledge and their effects on human events. Resistance to knowledge that assuages fixed positions and comfortable misconceptions does not freeze mankind at dead center; it sets it back. More bridges should be built across the presumed gulf between men of action and men of thought. And they should be bridges designed not only for meetings in the middle but for frequent and easy crossings into one another's territory. This goal will not be realized easily. So many scholars regard their work as indivisible and disclaim their responsibility to put it to any test of usefulness or become a party to its application. They view the assignment of research priorities based on the needs of mankind as threats to free inquiry, to profound speculations, to what used to be called pure research.

At the other extreme are men of affairs who use knowledge poorly or not at all. Too many decision makers, while giving lip service to objective, authoritative examination of crucial questions, still equate the academic with the impractical, still play hunches inconsistent with available knowledge, and still hold suspect conclusions by those not responsible for the decisions. . . .

These are extremes—the scholar unalterably above the battle and the man of action recklessly squandering intellectual resources. The most decisive change of all may be the broadening base of education at higher levels. If more education also means better education, knowledge will be more widely respected for its force and value in everyday affairs. . . .

In a free society the responsibility of a scholar does not end in the offices of his peers and the pages of his

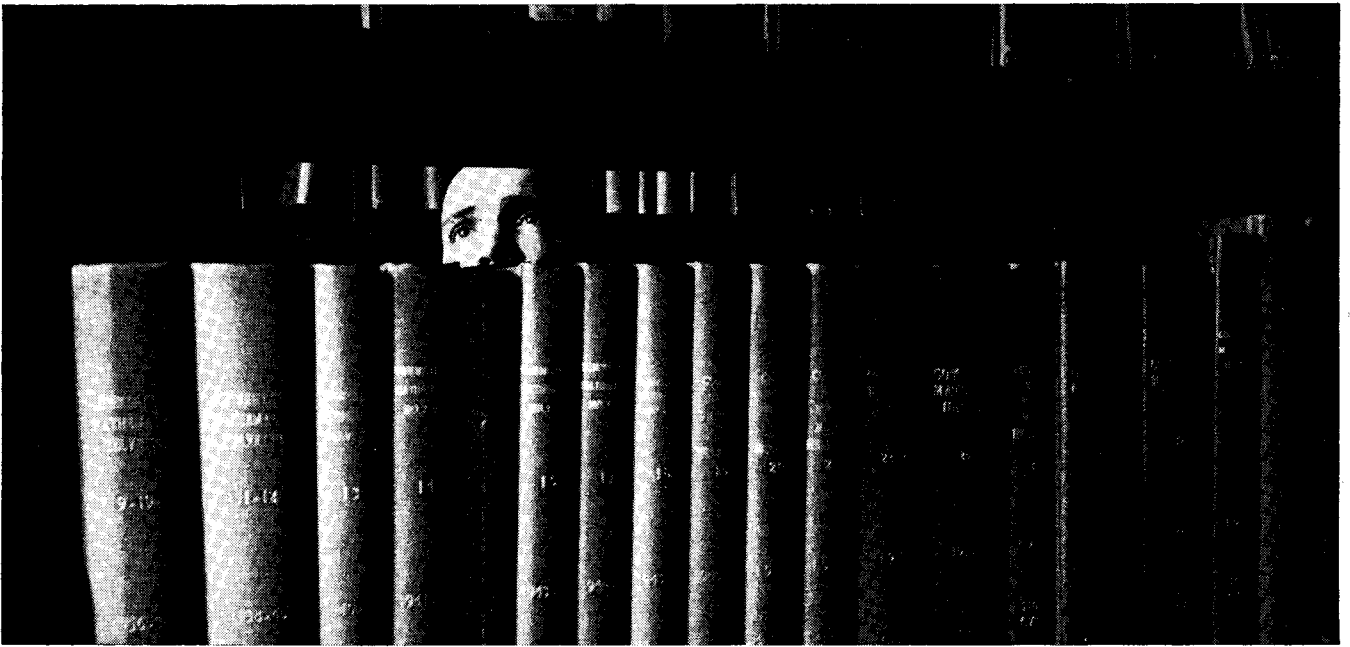
journals. If his inquiries seem clothed with meaning for mankind, he has an obligation to keep an eye cocked to the course they take. The more specialized his field, the greater the obligation, for there are few like him who can comprehend the subject to its roots.

—HENRY T. HEALD, President, The Ford Foundation.

Today, research is one of the most essential ingredients in a great university. To assign such a place of importance to research in no way detracts from the university's traditional function of teaching. Teachers and students are associated in a university, and learning proceeds in both directions. But it isn't enough in a university, as distinguished from a college, to transmit the body of knowledge from one generation to the next. An equally important obligation is to increase the body of knowledge, and especially to nurture that attitude of mind that seeks to think through those thoughts that other men have not thought through before.

A great modern university attracts a special kind of student and a special kind of teacher. The student must come with an open mind, a consuming curiosity and a fertile imagination. He must learn to do research—and the best method ever found to learn to do research is to do it. The student then must work in an environment where research sparks are flying. He must receive impressive examples of how to do research by working closely in an apprentice relationship with a man whose every move demonstrates the creative process. Only in this way is the student properly oriented, balanced, motivated and thrust against a new frontier.

—SANFORD S. ATWOOD, Provost of Cornell University.



THIS IS COLLEGE

MANY PEOPLE have come to realize in recent years that the stereotype of the American college student current in the Twenties and Thirties is no longer accurate, if indeed it ever was. However, it *is* possible to capture the essence of college life as the student experiences it. This has been done in the following bit of free verse, reprinted from the Winter Issue of the *Carnegie Tech Quarterly*. The text was written by three staff members of the *Quarterly*—Denton Beal, Richard Rieker, and Richard Riebling. The photographs are by Herbert Barnett, also of the *Quarterly*'s staff.

I am a stander-in-line; signer of last name, first name, middle initial; wearer of dink; receiver of chair, desk, bed, and dream—a freshman.

Being a freshman is a little frightening; being a freshman is lots of fun. . .
best of all, it's exciting, it's unique—it's beginning.

College is
coffee between classes, touchdown passes, cram exams,
studies, buddies, skirling pipes, campus gripes,
things to do, a point of view . . .

