

Crawford Gorgas: Tropic Fever Fighter. Messner, 1953.

Woodham-Smith, C. *Lonely Crusader: The Life of Florence Nightingale.* McGraw-Hill, 1951.

Zinsser, H. *Rats, Lice and History: A Study in Biography.* Little, Brown, 1935.

Schools in the Program

The greatest apparent need for the science books of the traveling libraries is in the smaller high schools located in communities with poor library facilities. Therefore the participating schools were chosen from those with an enrollment of approximately 200 to 350 students in the ninth to 12th grades, inclusive. The schools were selected from recommendations of state departments of education and members of college and university faculties in a given area who had a knowledge of the high schools and of their library and science-teaching facilities. Each school so recommended was informed of the program and its objectives and was invited to indicate its interest in becoming a part of the program. From the replies received, 66 schools representing a diversity of local socioeconomic conditions and a wide geographic distribution were selected. The list of schools follows.

California: Davis Joint Union High School; Live Oak Union High School; Patterson Union High School; Strath-

more Union High School; Sutter Union High School; Weed High School.

Georgia: Cuthbert High School; Fort Valley High School; Manchester High School; Nahunta High School; Ocilla High and Industrial School; Quitman High School.

Indiana: Delphi-Deercreek Township Consolidated School, Delphi; Mooresville High School; Morgan Township School, Valparaiso; Morocco High School; Northwestern High School, Kokomo; Pendleton High School.

Kansas: Atchison County Community High School, Effingham; Buhler Rural High School; Caney High School; Grant County Rural High School, Ulysses; Kingman High School; Neodesha High School.

Kentucky: Campbellsville High School; Harrodsburg High School; Richmond High School; Rosenwald High School, Harlan; Shepherdsville High School; Wolfe County High School, Campton.

Massachusetts: Weston High School; Ipswich High School.

Nebraska: Blair High School; Crete High School; Gordon High School; Ogallala High School; Superior High School; Valentine High School.

New York: Bemus Point High School; Canajoharie Central School; Cassadaga Valley Central School, Sinclairville; Geneseo Central School.

Oregon: Creswell Union High School; Elmira Union High School; Estacada Union High School; Oakridge High

School; Rainier Union High School; Stayton Union High School.

South Dakota: Custer High School; Gregory High School; Central High School, Madison; Sisseton High School; Webster High School; Winner Public Schools.

Tennessee: Alcoa High School; Castle Heights Military Academy, Lebanon; Catholic High School for Boys, Memphis; Ducktown High School; Norris High School; Powell Valley High School, Speedwell.

Wisconsin: Adams-Friendship High School, Adams; Brodhead High School; Central High School, Salem; Hudson High School; Markesan High School; Phillips High School.

Comments and Suggestions Invited

The AAAS requests interested persons to submit their comments and suggestions concerning the Traveling High School Science Library Program in general, to offer their personal evaluations of any books in the list, and to suggest appropriate books currently in print which they would recommend as substitutes or additions. Such observations will assist in perfecting the proposed book list that was mentioned previously and in making substitutions of books in the libraries if means should become available for continuing the program beyond the present school year.

R. E. Himstead, Champion of Academic Freedom

Ralph E. Himstead had a passion for freedom and a passion for integrity. To these, particularly in the academic profession, he devoted a vigorous mind and, until shortly before his death, a vigorous physique.

Himstead was born 31 January 1893, at Blue Mound, Illinois. He received his A.B. from the University of Illinois and his legal education at Northwestern University and Harvard University. After finishing his undergraduate work, but before he completed his legal training, he

taught public speaking and political science at Cornell College; and for 12 years, before he became general secretary of the American Association of University Professors in 1936, he was on the faculty of the Law School at Syracuse University.

In 1935 the American Association of University Professors published a report on the status of academic freedom at the University of Pittsburgh. Himstead was the chairman of the investigating committee. The thoroughness, the courage,

and the judicious nature of this report were at once recognized; and it was clear that Himstead had taken a place of leadership in the profession. In 1936 Himstead was elected to succeed Henry W. Tyler, who for many years had served as secretary of the A.A.U.P. A year later he also followed Tyler as editor of the *Bulletin* of the association. He held both of these offices until his death on 9 June 1955, although he had submitted his resignation as secretary a year earlier, hoping to devote all of his energies to the *Bulletin* after the election of his successor. These 19 years as the chief officer of the A.A.U.P. formed a period of great usefulness. Among many activities I mention four:

1) Himstead carried forward with vigor the work of Committee "A" (Academic Freedom and Tenure). A very large proportion of this work deals with cases of individual professors who believe that their freedom as a scholar has been impaired or that their tenure as a faculty member has been unjustly terminated. Some of these cases are settled by mutual agreement between the individual and the administration of the college, often

after considerable work on the part of the secretary. Some of these claims, upon preliminary investigation, turn out to have little merit. Others require careful investigation by special committees, sometimes revealing conditions that make it wise to publish the reports of the committees. Himstead worked on all types. His courage in the face of the administrations which he believed to be behaving in ways prejudicial to American education and which he believed must be publicly criticized was matched by his courage under pressure from irate faculty members whom he believed to be at fault. His honesty in forming opinions was patent to all who worked with him. His legal training and talent guided many committees to more judicious judgments and sometimes protected them from making statements that could have involved their members and the association in legal difficulties. His work on Committee "A" was, of course, frequently criticized since most cases could have been avoided by common sense (frequently common sense on one side alone would have been enough); and hence wise analysis was resented, usually by one, often by both, parties. Courage, honesty, and the power of judicial analysis were needed. These Himstead had. As cases accumulated, especially those involving charges of subversion and disloyalty, the ability to delegate was also needed. Delegation Himstead found difficult, and his health broke under the strain of trying to do the work of three men and succeeding only in doing the work of two.

2) The *Bulletin* of the American Association of University Professors, under Himstead's editorship, grew in influence, circulation, and size. He had an eye for the significant and the readable.

3) Himstead was a member of the joint commission of the Association of American Colleges and the American

Association of University Professors on retirement problems. He approached these problems with four firm convictions. First, compensation in the academic profession is so low that the retirement provisions of an institution must be considered the major factor in the provision for the period after retirement and should be more adequate than they generally were at the time the report was made (report published in March 1950). Second, men can work longer than most retirement systems contemplate; and ceasing to work is not good for the healthy. Hence, retirement ages should, in general, be later than they are at most institutions. Third, the best type and place of work for a healthy person is the type in which he is already expert and in surroundings he is used to. Finally, Himstead believed that the method of retiring individuals must not afford too great administrative discretion, for then it can be used as a pressure to curtail the scholar's freedom. It is my belief this report is of real use to the profession and that Himstead's contribution was material.

4) Himstead was a representative of the A.A.U.P. on the joint commission with the A.A.C. that led to the 1940 Statement on Academic Freedom and Tenure. It was clear from the start that with such members, among others, as Meta Glass, Samuel Capen, and Henry Wriston for the A.A.C. and A. J. Carlson, W. W. Cook, and Himstead for the A.A.U.P., the commission would either produce something worthwhile and forthright or end in a deadlock. Sometimes the latter seemed probable. The former resulted. If occasionally Himstead was cantankerous, he had ample company. It is my belief that this statement has had great influence and, although the commission was not one to be dominated by any individual, all would recognize that Himstead's part was of great significance.

Himstead lived in the midst of controversy and hence of criticism. It would be foolish to depict him as an archangel. It is a part of friendship to recognize his human weaknesses so as to make more clear his accomplishments, character, and ability. His characteristic faults as an officer—a magnificent officer—of the A.A.U.P. were his tendencies to take too seriously even trivial criticism and his difficulty in delegating work. Sometimes, especially at national meetings, one felt that he believed all criticism must be answered and that he must do the answering. Many duties fall upon the secretary of an organization that should not fall upon the secretary himself. A somewhat less adequate piece of work done promptly is often better than an excellent job performed later. I do not know if Himstead would have agreed to this dictum intellectually. He certainly would not have emotionally.

His complete honesty in individual cases constantly overcame his prejudices. Yet it was true that he always seemed surprised at unreasonableness in a professor, but the same trait appeared to him a law of nature in the administration.

One sometimes forgets how much scientists in recent days have been helped by the tradition of academic freedom and by the acceptance of certain basic principles by our universities. If we were to select a small group of men who in the past 25 years have done the most to build those traditions and gain acceptance for those principles, Himstead would be among them. Science owes much to this warm-hearted, devoted, very human yet intellectually honest lawyer. Those of us who have been privileged to work closely with Ralph Himstead have known a friend.

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*How far even then mathematics will suffice to describe, and physics to explain, the fabric of the body, no man can foresee. It may be that all the laws of energy, and all the properties of matter, and all the chemistry of all the colloids are as powerless to explain the body as they are impotent to comprehend the soul. For my part, I think it is not so. Of how it is that the soul informs the body, physical science teaches me nothing; and that living matter influences and is influenced by mind is a mystery without a clue. Consciousness is not explained to my comprehension by all the nerve-paths and neurones of the physiologist; nor do I ask of physics how goodness shines in one man's face, and evil betrays itself in another. But of the construction and growth and working of the body, as of all else that is of the earth earthy, physical science is, in my humble opinion, our only teacher and guide.—D'ARCY WENTWORTH THOMPSON, *On Growth and Form*.*