

Ferns emphatically points out that research will most certainly have a place in the university, but the manner in which time is to be allotted for it suggests that it might have been useful if there had been at least one scientist among his colleagues. (There was none.) To keep down costs, he writes, teachers will have to be more productive, and, for this purpose, he recommends teaching loads as high as 25 hours per week, and the adoption of teaching techniques designed to weave together various fields and disciplines. "In order to see how this can be done," he advises, "we must turn from the academics to the journalists to see how they transmit the complicated and difficult to the uninformed or partially informed. A high level of understanding joined with a will to study methods of communication can solve this problem. The solution is more challenging than 85 percent of the problems with which contemporary academics wrestle." But teaching, he contends, "depletes energy and intellectual resources, and the attempt to mix research and teaching weakens both activities." So, the solution is to recognize "that teaching is the main activity at one period of time and learning and research at another."

"Accordingly, individual staff members . . . will have to be given at least one year in six of paid leave for intellectual refreshment and the uninterrupted pursuit of intellectual inquiry."

"Hand in hand," Ferns continues, "there must be developed a new conception of academic liberty—not necessarily the best or the only conception of academic liberty, but one required for university independence. . . . Put briefly, it will be necessary to develop in the university a business conception of duty, in place of the aristocratic and rentier conception of duty. In a private university, the teacher's liberty will consist in being able to take it or leave it and having the economic means to do so; but not in the liberty to impose his conception of his duty on the organization."

As for finance, Ferns states that, with a goal of at least 3500 students, \$12 million will be needed as starting capital, but with loans and part-time jobs available to help students meet the cost of \$3600 a year for tuition and living expenses, it should be possible to have all the institution's expenses covered by fees and research contracts. "To suppose otherwise is to pander to the false notion that education is a special kind of activity dependent on chari-

table impulses or state subsidies"—which, come to think of it, is more or less how American academic leaders have come to describe it.

Ferns's views are stated to be his own, and it is also stated that there were some reservations to specific propositions among the 46 who signed the declaration on "The Urgency of an Independent University." And well there might have been, for that document offers some curious points of view, such as "We believe that student unrest and demands for democracy are aggravated by the virtually complete dependence of both staff and students on public subvention"—a conclusion that might be of interest to the various private universities in the United States that have been ripped up by student rebellions. It is also stated in the declaration that "We believe that fuller scope and incentive for contract research for governmental and private institutions and firms, possibly in association with teaching, could lead to a more fruitful interrelationship between the University and industrial and social life as is common in the United States."

At this point, members of the group sponsoring the private university have held several meetings, and have decided to seek a government charter for the institution and to set up a planning committee, under the chairmanship of Sir Sydney Caine, former director of the London School of Economics (LSE). Then they have to seek money and settle on a site. Among the better-known academics associated with the project are Max Beloff, of Oxford; Harry Johnson, of the University of Chicago and LSE; M. L. Burstein, of the University of California, Santa Barbara, and of Warwick University; and W. H. Barnes, the now-resigned vice chancellor of Liverpool University.

Once the proposal was out, opposition came swiftly. Even the conservative *Daily Telegraph* commented, "It would be well if the idea of a private university could be detached from Prof. Ferns's rather sordid views about the proper content of higher education." Lord Balogh, of Oxford, responded with a letter to the *Times*, stating that the signatories of the declaration "know full well that the 'State' has interfered too little with the 'autonomy' of academics and not too much." And two Cambridge dons wrote the *Times* that the rapid expansion of British higher education in recent years has created a desirable diversity. "Bristol, Edinburgh, Essex, Manchester,

Sussex, and Warwick, for example, differ at least as much among themselves in their own ways as, say, Berkeley, Columbia, Harvard, Massachusetts Institute of Technology, Northwestern, and Wisconsin."

There was, however, no dissent from Ferns's concluding remarks, which, in part, stated: "There seems to be an accumulating body of evidence that British society is not performing as well as its past history and its present opportunities would suggest it can perform. Whether there is any significance or truth in this evidence is difficult to say, but the impression of malaise is there and affects attitudes and confidence. Our socio-economic and political organization seems to have become over-elaborate and constipated."

—D. S. GREENBERG

RECENT DEATHS

M. Jean Allen, 49; chairman of the department of biology at Wilson College; 23 December.

Harold R. W. Benjamin, 75; former dean of the University of Maryland College of Education; 12 January.

E. Calvin Cheek, 45; college psychiatrist at the City College of New York and professor in the department of student personnel services there; 12 January.

Vaclav Hlavaty, 74; professor emeritus of the department of mathematics at Indiana University and twice president of the Czechoslovak Society of Arts and Sciences in America; 11 January.

Ulysses G. Lee, Jr., 55; historian, educator, and authority on Negro history and culture; 7 January.

Eugene P. Northrop, 60; Ford Foundation representative in Turkey and former chairman of the department of mathematics at the University of Chicago; 5 January.

Reginald H. Painter, 67; professor of entomology at Kansas State University and most recently on sabbatical leave as special field staff member of the Rockefeller Foundation to the International Maize and Wheat Improvement Center in Mexico; 23 December.

Vladimir V. Sakharov, 66; Soviet geneticist; 10 January.

William S. Smith, 61; curator of the department of Egyptian art at the Museum of Fine Arts in Boston and authority on Egyptian art, archeology, and history; 12 January.