

# the **KEY** reporter

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## 1968 PHI BETA KAPPA BOOK AWARDS WHITE OVER BLACK ■ POETIC CLOSURE ■ GREAT WATERS

The presentation of Phi Beta Kappa's annual book awards took place at the Senate dinner on Friday evening, December sixth. The three \$1000 prizes were awarded for books published in 1967-1968.

Winning the 1968 Ralph Waldo Emerson Award was *White Over Black: American Attitudes Towards the Negro 1550-1812* by Winthrop D. Jordan. It was published by the University of North Carolina Press for the Institute of Early American History and Culture at Williamsburg, Virginia. The Christian Gauss Award in literary criticism was given to Barbara Herrnstein Smith for *Poetic Closure: A Study of How Poems End*, published by the University of Chicago Press. The Science Award was presented to Sir Alister Hardy for *Great Waters*, published by Harper and Row. Mrs. Smith and Mr. Jordan attended the dinner and accepted their awards in person. Sir Alister was represented by his editor who read a statement the scientist-author had prepared.

*White Over Black* probes the crucial, formative years of the American experience and discusses those attitudes which set Negroes apart and led to their enslavement. Mr. Jordan demonstrates that even in Tudor England Negroes were considered radically different because of their color, religion and life-style. In the New World, these views, reinforced by a lack

of social and religious restraints, by avarice and by the example of Hispanic practices, led to ready acceptance of slavery. Jordan traces the uneasy justifications which developed as slavery became institutionalized, as well as the growth and decline of anti-slavery sentiment and activity during and after the Revolutionary War. His section on Jefferson is particularly illuminating for its psychologically oriented analysis of Jefferson's influential ideas on this issue — his hatred for the institution and his ambivalence toward Negroes as individuals.

As one member of the award committee commented: "Though the study was begun years before the current civil rights agitation, it is quite indispensable for a full appreciation of the realities and well-springs and the dilemmas of the contemporary struggle."

Mr. Jordan is now associate professor of history at the University of California at Berkeley. Prior to coming to Berkeley, he taught at Brown and the University of Michigan and was a fellow from 1961 to 1963 at the Institute of Early American History and Culture at Williamsburg, Virginia.

In *Poetic Closure*, Barbara Herrnstein Smith deals not only with how a poem ends, but with how the end of a poem reveals and affects its total design and the

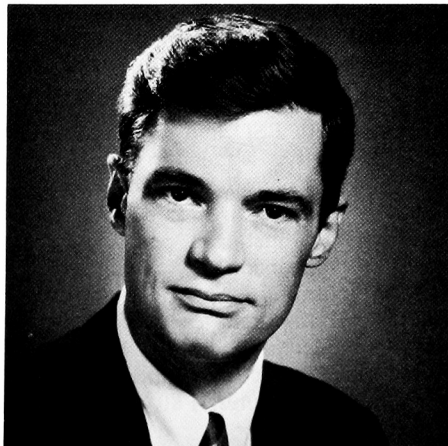
reader's appreciation of the entire work. "Closure," she says, "announces and justifies the absence of further development; it reinforces the feeling of finality, completion and composure which we value in all works of art; and it gives ultimate unity and coherence to the reader's experience of the poem by providing a point from which all the preceding elements may be viewed comprehensively and their relations grasped as part of a significant design."

In discussing the interrelationship between structure and meaning in a poem, Mrs. Smith deals with many different types of poems from the familiar and traditional to the most novel open-ended and "concrete" or spatially arranged poems. She also compares poetry with the other arts such as music and painting. One of the judges noted, "No one who reads Mrs. Smith's book will ever again read a poem without some thought as to how it ends."

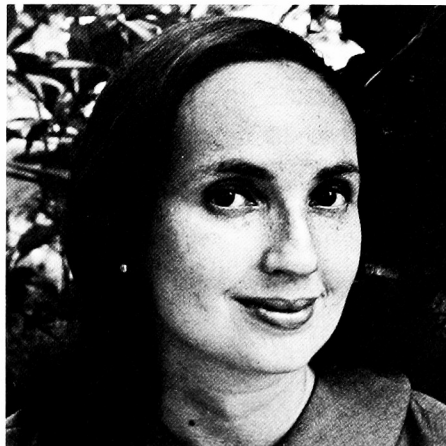
Mrs. Smith is a member of the literature faculty of Bennington College. She has also taught at Brandeis University where she received her undergraduate and graduate degrees.

In *Great Waters*, British scientist Sir Alister Hardy writes the first non-technical account of one of the pioneer oceanographers.

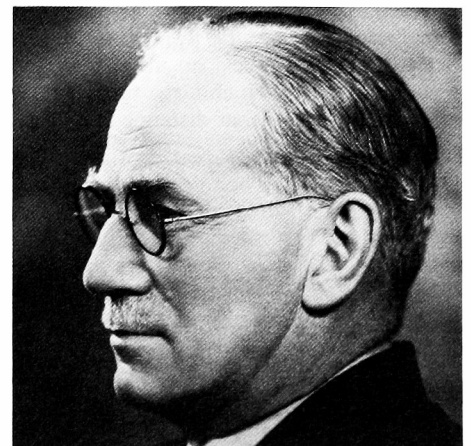
(continued on back cover)



Winthrop D. Jordan



Barbara Herrnstein Smith



Sir Alister Hardy

# LIKE IT IS: The University Today

by HUSTON SMITH

One last time, then let the slogan die. Strictly speaking, of course, it's impossible to "tell it like it is," for the world is no one way, it is many ways to many people. But insofar as the phrase calls for candor it has a point which overuse hasn't quite exhausted. So I shall try to heed it while turning it in part on the student generation itself. What is the university like today to a journeyman teacher, one too old to wear pendants or sport a beard, yet young enough to delight in the Nehru jacket his daughter made him for Christmas?

## I

I am not alone, or even in the minority. I suspect, in sensing a quality of surrealism creeping over the ivy-coated campus I used to know. For twenty years I felt obtuse in the face of questions from parents and reporters as to whether that year's students were different. Considering the changes that were roiling society, it seemed they should be, but I really couldn't see it. Well *that*, at least, has changed. To see differences today requires no anthropological elbow. I go to a faculty meeting and find the hall preempted by students demanding inclusion. I find myself "teaching" a course on Responsibility which students both initiated and run. For six weeks I couldn't even locate one of its sections and had fantasies of its students hiding out on Bunker Hill plotting — for academic credit — the university's demise. When I can locate the class I am free to participate, but my only duty will be to endorse for the registrar's benefit at semester's close the grades the students lay on my desk. If, that is, there are to be grades. "Pass-fail" having been instituted two years ago, it is no longer progressive. The petition from the current class is that the rating scale be advanced to "pass-pass." To me this looks like a student version of failsafe, but then I'm over thirty. Even the junior faculty seem different. How is it that so many look like Che Guevara: boots, black jackets, black beards, well-built? And why do they so often walk in pairs as they stride toward me in the evening down long, narrow halls?

## II

What accounts for the changes that have come over the campus, rendering it alien to those like myself who for years have called it home? The "generation gap" is too simple an explanation if true at all. Since that phrase became a cliché I have taken to asking parents of collegiates whether they feel more removed from their children than they did from their own parents at a comparable age. Without exception they have felt closer. This may reveal no more than that parents feel closer to their children than children to parents, but at least it doesn't support the notion that distance is increasing.

The generation gap is real, but it's pretty much a constant. As is generational conflict, and why not — the elders own everything and wield all the power. Moreover, change is a law of life. Without it, perceptions grow imperceptible and bodies ossify. Bodies politic are no different; they too need to be flexed and renewed, and conflict is often the only way

to break through the backward pull of the outgrown good. Myths repeatedly depict young heroes challenging old, oppressive orders represented by monsters, tyrants, fathers, and (in the case of matriarchies) mothers.

To understand the university we need etiologies more specific, less perennial, than "generation gap" or "generational conflict." Let me suggest seven. There are others, but these bear directly on the university's new 'feel.'

1. Today's students are older, not in age but in maturity. In "Early Maturation in Man" (*Scientific American*, January 1968), J. M. Tanner summarizes evidence that adds up to the fact that though students continue to enter college at the same chronological age, they are roughly two years more mature — physiologically and emotionally are the aspects that concern Dr. Tanner, but given recent improvements in education we can add intellectually as well. If today's students seem more bright, bearded and bosomy, it is because they are. One way to bring the system back into phase would be to admit students two years earlier; high schools are already often delivering them over-prepared. The other alternative is to change the university's system of organization and discipline. Having been designed for adolescents, this system is now appropriate for high schools and needs to be superseded by a new system befitting adults. If college students are intransigent in refusing to accept certain compulsions their predecessors accepted without question, it is because, having in goodly numbers become adults, they have passed a threshold of dignity across which they will not and should not retreat.

2. Today's students are not only more mature: they are more experienced. Having travelled more and been bombarded from infancy by radio, television and cinema, they are more experienced generally, but in addition they are more experienced in two specific respects worth mentioning.

One of these is sex. How much more experienced they are here is a moot point, but the answer seems to be: considerably, both directly and vicariously through magazines, books, and theater. To enter the world of sex is to be initiated into the major mystery that separates youth from manhood. It introduces a different sense of self, a sense of being in full measure a man or a woman. Note, by the way, that here as in the preceding point, dislocation arises not from widening of the generation gap but by its reduction. The times are thrown out of joint because university structures have not changed to take sufficient account of the fact that students are now more like their teachers.

The other respect in which student experience has been enlarged is through psychedelics. Both LSD and marihuana can provide escapes from reality, but it is a fact too hot for our society to handle at present with aplomb that they can also occasion insights. Dr. Warren T. Hill, Director of the Counseling Center at the University of Pittsburgh, points out that whereas alcohol "facilitates the subversion of . . . controlling, organizing, planning, judging, interpreting . . . by clouding up an individual's perceptions — making them less discriminating by reducing complexity to simplicity — pot . . . leads to a state of consciousness in which one's perceptions become clearer or more differentiated" (*Soundings*, Fall 1968). This

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is not the full story, of course, but it is a part of it. Drugs solve nothing — even hippies and the underground press now concede this. They can, however, magnify, mythify, at times clarify, and above all multiply the ways in which a problem or situation is viewed. No one knows how many students take psychedelics, but no one doubts that the proportion is higher than among their elders. This leads them to feel that in some sense that is not totally trivial they have a wider angle of vision than their elders. It also encourages them to relativize their elders' life-style, perceiving it as one among a number of options the pot-takers feel they have virtually seen, not just imagined.

3. More mature and experienced, students now constitute a larger segment of our population. For two years already, half of all Americans have been twenty-five or under. Twenty-five is about the average age of graduate students, but twenty-one, which or under which half our population will be by next year, is the age of a typical undergraduate senior. If this younger half of our population consisted entirely of children, its proportional increase would be irrelevant here, but it includes, as we have seen, a sizeable and growing number of adults. It is not surprising to find them wanting an increasing voice to match their growing proportion.

4. The novelties noted thus far have been in students themselves: they are more mature, more experienced, and more representative of our population. But their behavior reflects changes not only in themselves but in our times. Foremost here is man's new capacity to solve his problems if he wants to. Ten years ago it came clearly to view that for the first time in human history enough metabolic and mechanical energy is available to provide high standards of living for everyone in North America almost immediately and everyone in the world within forty years, even considering the population explosion. Students know this. They also know that several million Americans go to bed hungry each night and one-sixth live, by sociological definition, in poverty. Viewed globally the situation is even worse. Nations that have achieved capitalistic take-off compound their affluence while those that have yet to make the grade remain mired on dead center. The gulf between have and have-not nations widens relentlessly.

We expect youth to be idealistic, but never has its idealism had such grounds for impatience, for never has the gulf between possible and actual been so great. So what previously passed for inability to improve the social order has come to look like unwillingness, an unwillingness anchored, in last resort, in the establishment's determination to hold onto privilege and power. So we go to the moon because this pumps public money into the industrial complex and scrap our poverty program which doesn't; this, at least, is how many students see it. Whether the fault lies with individuals or institutions seems secondary; one or the other badly needs changing.

5. *Vis-à-vis* other institutions, higher education has become more important. A larger proportion of our population is involved in it — a new college now opens on average each week — but more important is industrial society's increasing dependence upon it. The products of our 'knowledge industry' have passed from gratifying personal possessions to public necessities, central to the economic and political life of our nation. While America was rural, pressure for change focused on the farm, in populist and agrarian movements. When action shifted to industrialization, such pressure moved to the factories, to unions and the labor movement generally. The ferment on today's campus is in part a simple reflection of the growing importance of the university in our national life. If it is too much to claim that the campus is now where the action is, it is a simple fact that it is more here than it ever was before.

6. Black power is the force causing the greatest schizophrenia on the campus at the moment — these words are being written on a weekend in which President Morris Abram suspended Black students who have occupied Brandeis University's communications building for five days, while at San Francisco State shouts of "Strike! Strike! Shut it down!" continue over the demands of the Black Student Union and the Third World Liberation Front. Other issues divide campuses, this one splits individuals, right down the center. On the one hand Black demands for autonomy seem reasonable; they parallel the Zionist claim that the Jews could not be fully themselves until they had a place — Israel — that was fully theirs. But if completely autonomous Black colleges or departments are established within universities, what will safeguard them from becoming northern equivalents of southern Negro colleges with second-rate standards? Will they entrench, perhaps even deepen, America's racial cleavage; and if so, is this something higher education should be party to?

7. Finally, Vietnam; last fall witnessed sanctuaries from the draft at Harvard, Boston University, M. I. T., and Brandeis, to instance only my own community. If I cite Vietnam last it is not because it is least important but because it is foundational, pivotal in a way to the entire university scene. This most doubted war in our history eats away and festers; it pollutes everything. Students interrupt careers, risk lives, sacrifice lives, forego prospects of marriage and family (26,000 fewer husbands for today's coeds already) for what? In the eyes of myriads of students, for evil, to use our massive might to try to dictate to our self-interest the outcome of a civil war half way round the world. This is not the place to assess the grounds or validity of their perception. I simply note the impossibility of understanding today's university without taking into account the moral outrage it houses at what we are doing. To half the students at our more prestigious universities, the Washington administration has failed to make its case for our nation's action. To these students it is Noam Chomsky who is telling the truth, not Walt Rostow.

### III

Up to this point I have sought reasons that might explain the different feel that has crept over the campus in the last few years. I want now to reflect on how students are behaving in the midst of these new circumstances.

Let me lead into this question by way of an incident reported in the American press by Ralph McGill. It concerns a full-scale strike which a certain Professor Paratore precipitated at Rome University last spring by his Latin examination.

The issue wasn't that the examination was too difficult — that would have been a complaint fully intelligible in terms of the old order. The issue was more subtle and contemporary.

For a year Rome University like many others had been plagued by a band of student radicals. They carried placards extolling Chairman Mao and Che Guevara. *The Thoughts of Chairman Mao* in characteristic red binding was never far from them, and in countless other ways they proclaimed themselves as devoted to the aging Chinese leader.

Observing all of this, Professor Paratore concluded that these Maoist students might feel more at home with their Latin translation exam if the thoughts were those of their idol. So he translated several paragraphs from the little red book into Latin and asked his students to convert them back into Italian for him. Here is a sample:

All questions can only be resolved by methods of discussion, of criticism, of persuasion, and of education. They cannot be resolved by coercive or repressive methods . . . Only idiots . . . promote systems and discover ideas without thorough study. Youth,



"Oh, For Goodness Sake, Ignore Them.  
They're Not Even Rioting Yet"

considering himself intelligent and capable, looks at his elders with scorn, while the elders, proud of their rich experience in life, can look at youth with scorn.

The students were incensed. They denounced the examination as "long-winded" and "deliberately provocative." It was then that Professor Paratore informed them that the thoughts and words had been those of their beloved Chairman Mao. That did it! Enraged by the professor's "scornful attitude," five-hundred students quit classes and launched a full-scale strike.

I glean from this story the importance of humor in the face of current happenings. Today's students are doing so many things in so many styles that it is foolish to expect to understand their full display, much less appraise it accurately. On the lower rungs of usefulness stand the apostles of YIP leader Abbie Hoffman's *Revolution for the Hell of It*. One step above are students who feel some responsibility for the university but, clearer about what they are against than what they are for, seem often to abreact. Above them are students



"Well... I'm Tolerant, but I Split the Scene  
When My — Professors Started Using  
That — 4-Letter Word, 'W-O-R-K'."

Distributed by the Los Angeles Times SYNDICATE

Cartoonist Hugh Haynie is a member of the chapter at William and Mary.

with constructive goals but, caught in the mystique of confrontation politics, they are enamored of the absolute statement, the broad claim, the all-or-nothing judgment: anything touched by wrong is completely wrong. Flexibility and compromise are not among their virtues. Representation not having achieved enough, they hold to the romantic fancy that total participation will achieve more even if the total numbers ten or twenty thousand. Across differences, they insist, there can be no rational dialogue: Blacks can talk only to Blacks, those under thirty to those under thirty.

These are serious defects, but the list of student virtues is at least as long. Studies have shown student activists to be, on the whole, (a) at the better universities, (b) among the better students at these universities, (c) guided by self-accepted moral principles instead of conventional ones or none at all, and (d) in rebellion not against their parents or authority in general but against specific social failings. University of Chicago sociologist M. Brewster Smith summarizes the evidence as follows: "Student protest is a manifestation of strong moral concern on the part of intelligent and sensitive young people." To which some words of Kenneth Clark, trustee of Antioch College, are worth adding:

In the 1950's every college professor and the American Association of University Professors should have been embarrassed to discover that not they themselves but a small group of students first raised the question of the morality of racial segregation in public places in college communities.

Every college professor in the 1960's should have been ashamed to know that a minority of students questioned the propriety of academic institutions' engaging in secret military and espionage research.

Every college professor should have been humiliated to know that it was a small and determined group of *students* who raised the fundamental question of a positive role and responsibility of an academic institution in its immediate community (*Antioch Notes*, November 1968).

#### IV

How should we faculty, and administrators, and trustees respond to the new currents on the campus and new student styles? Lists of ameliorative reforms only finesse the issue. For the basic issue in higher education today — Michael Novak says there is no other — has become: on which side do the universities stand, the side of revolution or reform-within-the-system? Do we believe that our capitalistic democracy can secure freedom and justice for all, or must there be a serious rearrangement in the bases of power, wealth, and prestige?

If reform will do the job we should try to keep the university substantially as it is, doing so either baldly, by quashing the activists, or diplomatically by diverting their energies into ameliorative reforms — put them on committees. If revolution is indicated, we must work with them in ways that, being unprecedented, are less clear and are certain to require all the wisdom we can summon.

Whatever our decision, we should not mistake the issue. It is not educationally procedural, it is socially substantive. Our students are forcing us to face the fundamental issue of how we can get the America we want. For this we can endure many trials, saying to ourselves as an Englishman said to his countrymen soon after 1776:

Strong mother of the lion line,  
Be proud of these strong sons of thine  
Who wrenched their rights from thee.

Tennyson, "England and America, 1782"



# reading recommended by the book committee

humanities

GUY A. CALDWELL, ROBERT B. HEILMAN,  
FREDERICK J. CROSSON

social sciences

LEONARD W. DOOB, FREDERICK B. ARTZ,  
LAWRENCE H. CHAMBERLAIN, ANDREW GYORGY,  
EARL W. COUNT, ANDREAS M. KAZAMIAS,

natural sciences

LOUIS C. HUNTER, RICHARD BEALE DAVIS  
MARSTON BATES, KIRTLEY F. MATHER

## GUY A. CARDWELL

*Anna Karenina and Other Essays.* F. R. Leavis. Pantheon. \$5.75.

A gathering of sixteen essays by one of the most influential of living English critics. Although the writing is sometimes portentous and magisterial (a relic of the Age of Eliot) it is also continually vital and astringent. Included are seven essays on specifically American subjects: James, Mark Twain, Pound, Eliot, and the special quality of American literature.

*Poetic Closure: A Study of How Poems End.* Barbara Herrnstein Smith. Chicago. \$9.75.

Curiously little attention has been given to questions having to do with the structure of literary works, but Mrs. Smith makes a substantial beginning on the matter by examining systematically the problem of poetic closure. Because her work is necessarily eclectic, the reader sometimes has a feeling of *déjà vu*; on the other hand she marks off brilliantly the boundaries of her great subject and points us in the right directions by convincing arguments and apt illustrations.

*The Idea of Progress in Classical Antiquity.* Ludwig Edelstein. Johns Hopkins. \$8.

This important study strongly challenges the usual assumptions concerning the modernity of the Idea of Progress. Its author, the late historian and philosopher, attempts to show that the ancients formulated most of the thoughts and sentiments that we associate with the idea. Left incomplete at the death of Edelstein, the work goes only through the Hellenistic period.

*Dark as the Grave Wherein My Friend Is Laid.* Malcolm Lowry. Edited by Douglas Day and Margerie Lowry. New American Library. \$5.95.

The author's widow and her co-editor put together something like a novel from a confusion of notes and drafts left by Lowry at his death in 1957. As the Introduction says, this book is no *Under the Volcano*, but in view of the deservedly high reputation of that once almost underground success, any work by Lowry so ambitious and so relatively coherent deserves attention. The story has many connections with *Under the Volcano*; the movement is, however, into an atmosphere of hope.

*The Electric Kool-Aid Acid Test.* Tom Wolfe. Farrar, Straus & Giroux. \$5.95.

*The Pump House Gang.* Tom Wolfe. Farrar, Straus & Giroux. \$5.95.

The far-out people, the ideas, the events, the vocabulary, and the prose style will send

many solid citizens back into the arms of Louisa May Alcott and William Dean Howells. Those who are strong and serious about Keeping Up will at least turn the pages of these volumes about Ken Kesey and his Merry Pranksters, the surfers, the hippies, the topless, the London fashionables, and the Carnaby Street crowd.

*An Hour of Last Things: And Other Stories.* George P. Elliott. Harper & Row. \$5.95.

Elliott's first collection — *Among the Dangs* — was excellent, and this new volume is up to expectations. Solidly crafted stories.

*Limits of the Novel: Evolutions of a Form from Chaucer to Robbe-Grillet.* David I. Grossvogel. Cornell. \$7.95.

The thesis of this book is that primitive readers believe, sophisticated readers appreciate. The first response supposes commitment, the latter detachment. The novelist, refusing to accept detachment, attempts to enforce a response beyond appreciation, to make his fiction the reader's truth. Mr. Grossvogel's readings and analyses are knowledgeable and wide-ranging.

*Selected Poems.* Karl Shapiro. Random House. \$7.95.

A long-established poet, editor, and teacher collects twenty-five recent poems and more than two hundred older ones selected from seven earlier volumes. There are changes in style, but reason and wit are distinguishing characteristics throughout.

*The World We Imagine.* Mark Schorer. Farrar, Straus & Giroux. \$6.95.

Nineteen essays on the English and American novel. Probably the best known and most interesting is the much admired "Technique as Discovery."

*Time in Greek Tragedy.* Jacqueline de Romilly. Cornell. \$5.95.

First given as lectures at Cornell in the Messenger series, these essays by the professor of Greek literature at the Sorbonne advance ideas on the relationship between conceptions of time and the evolution of Greek tragedy.

## KIRTLEY F. MATHER

*Public Knowledge: An Essay Concerning the Social Dimension of Science.* John M. Ziman. Cambridge. \$3.95, p. \$1.95.

In this piquant, lucidly written "essay," one of Britain's most competent theoretical physicists ponders sagely such important questions as the nature of science, the goals and education of scientists, their role in public affairs, and the nature of scientific authority. The central theme is that the goal of science is "a consensus of rational opinion over the widest possible field."

*Criteria for Scientific Development: Public Policy and National Goals.* Edited by Edward Shils. M.I.T. \$8.95.

*The Government of Science.* Harvey Brooks. M.I.T. \$10.

*Reflections on Big Science.* Alvin M. Weinberg. M.I.T. p. \$1.95.

"Science policy" is a rubric used nowadays with increasing frequency. It subsumes not only the scientific enterprise, with its involvement in science education, but also the humanities, with their concern for social organization and administrative structures. These three books are typical of the analytic thinking and prophetic vision that characterize the leading pioneers in this far-reaching area of intellectual endeavor with its significant implications for human welfare.

The first is an anthology of fifteen articles from the British journal, *Minerva*, in which the editor of that young but already influential periodical has brought together the recent writings of a distinguished group of scientists and science administrators who are concerned with the development of a rational science policy, "capable of realistic and thoroughgoing application to the multifarious activities of science" in this new age of planning.

In the second book, the Dean of Harvard's Division of Engineering and Applied Physics presents a self-edited collection of several "memoranda" prepared for various U.S. Government committees, commissions, and bureaus, as well as papers prepared for university seminars and academic conferences. They deal for the most part with practical aspects of policy making with regard to the support of scientific research, the allocation of national resources to specific technology areas, and the relations between the government and the universities.

In the third, the Director of the Oak Ridge National Laboratory has re-shaped numerous speeches and journal articles into "a loosely coherent collection of essays" dealing with much more than "Big Science." There are observations worthy of careful consideration on the potentialities of scientific technology, the problems of scientific communication, "the coming age of biomedical science," as well as on the choices and institutions of the scientific enterprise today and in the near future.

*Six Legged Science.* Brian Hocking. Schenckman. \$4.50.

A truly charming book about insects, their nature, origin, evolutionary history, and modern habits, in which the general reader will find important information people need if they are to live in harmony with man's most numerous cohabitor of the earth; sprinkled with bits of verse and saucy sketches, it should be useful for every teacher of entomology in high school or college, many of whom will want to assign it as reading matter for their students.

*Evolution and Environment.* Edited by Ellen T. Drake. Yale. \$15.

Sixteen important papers by specialists from many parts of the world concerning the history of life on earth, in which new data and ideas are set forth; the papers were presented at a symposium marking the centennial of the Peabody Museum of Natural History at Yale University.

*Pleistocene Extinctions: The Search for a Cause.* Edited by P. S. Martin and H. E. Wright, Jr. Yale. \$12.50.

One of the great unsolved problems of contemporary science pertains to the apparently sudden extinction of large numbers of mammalian species at or near the end of "The Great Ice Age" in many parts of the world. This symposium volume, although not oriented toward the general reader, contains much material that will be of great interest to many non-professionals and is presented in readily comprehended terms.

*Kilauea: Case History of a Volcano.* Don Hubert and Fulvio Bardossi. Harper & Row. \$5.95.

Beyond what one would expect from its title, this is a well-planned introduction to volcanology, designed for readers lacking previous knowledge of that science. Billed as a "Frontier of Science Book," the frontier in this case is the mystery surrounding the forces responsible for volcanic activity and the endeavor to predict when and where an eruption will take place, a prediction which would obviously be of great value to those whose lives and property might be endangered.

*The Cycle of Erosion in Different Climates.* Pierre Birot. Translated by C. Ian Jackson and Keith M. Clayton. California. \$5.50.

Of interest to those concerned with the evolution of landscapes, or geomorphology, this is the first English language edition of an important treatise on the subject indicated by its title, presenting the refreshing and stimulating views of a distinguished French geomorphologist.

*The Nature of Physics.* Robert Bruce Lindsay. Brown. \$7.50.

Subtitled "A Physicist's Views on the History and Philosophy of His Science," this exceptionally readable book presents a synthesis of the views of a mature physicist who has thought deeply about the development of his science, its philosophical problems, and its future. The emphasis on the understanding of human experiences reveals both the fine scholarship and the essential humaneness of the author.

*The Story of Jodrell Bank.* Sir Bernard Lovell. Harper & Row. \$5.95.

The truly dramatic story of the building of the world's largest radio-telescope, frankly and lucidly told by its builder, now internationally known, is a saga of accomplishment in spite of all kinds of adversity and a personal account of the early years of radio-astronomy.

*Soviet Space Exploration: The First Decade.* William Shelton. Washington Square. \$6.95.

A journalistic account of Russian achievements and objectives in space flight since the launching of the first Sputnik in October, 1957; it includes considerable information not previously available to the general reader in the United States and emphasizes the "human interest angle" throughout. Provocative inferences are drawn concerning personal motivations and public policies, some of which are highly debatable.

*The Promise of Space.* Arthur C. Clarke. Harper & Row. \$8.95.

Abundantly illustrated and lucidly written, this is as closely up-to-date as any book already in print can be. It not only reports man's achievements in space travel and exploration during the last two decades but also relates them to the possibilities of the future. Here, the author's well-known imaginative faculties as a writer of science fiction are kept somewhat in check as he opens up the realistic potentialities of manned flights beyond the moon to the more distant planets and even beyond the solar system to an exploration of the universe at large.

*The Conquest of Nature.* R. J. Forbes. Praeger. \$4.95.

Subtitled "Technology and Its Consequences," this tightly written book is another "Britannica Perspective" commemorating the 200th anniversary of *Encyclopedia Britannica*. It treats "in ordinary language" and with great skill "the principles and trends of the technological order and . . . their interaction with the other great forces of the modern age."

*The Pacific Northwest.* Raymond A. Wohlrahe. World. \$4.50.

Another in the "Regions of America" series, this is an excellent introduction to the scenery and geologic history, the early settlement and modern industrial development of Idaho, Oregon, Washington, and British Columbia, including much information about the natural resources and educational and recreational facilities of the region.

#### LAWRENCE H. CHAMBERLAIN

*The Faces of Power.* Seyom Brown. Columbia. \$8.95.

A valuable book for anyone who wishes to understand the framework within which the makers of American foreign policy operate. This is not nor does it purport to be a manual for the layman. It can be confidently asserted, however, that a careful reading of Brown's absorbing analysis will enable one to grasp more fully the multifarious factors which any administration, Democrat or Republican, must consider and evaluate in translating national security objectives into policy decisions.

*The Anatomy of Diplomacy: The Origin and Execution of American Foreign Policy.* Ellis Briggs. McKay. \$5.95.

After thirty-seven years in the American diplomatic corps Mr. Briggs has some pretty definite opinions. His book, a personal, critical, pungent document, is a useful complement to Brown.

*Roosevelt and Willkie.* Warren Moscow. Prentice-Hall. \$6.95.

*Come to the Party.* Hugh Scott. Prentice-Hall. \$5.95.

*Republican Politics.* Edited by Bernard Cosman and Robert J. Huckshorn. Praeger. \$6.95.

*Republican Papers.* Edited by Melvin R. Laird. Praeger. \$7.95.

These four books provide a multi-dimensional picture of the contemporary political scene. The instrumentalities of journalism,

autobiography and scholarly analysis are employed; the subject matter includes political history, organizational dynamics, campaign strategy and substantive policy. Warren Moscow's account of the 1940 campaign contains nothing new but it provides a useful backdrop for more recent developments in the Republican party. Senator Scott's narrative, spanning almost thirty years, is a vibrant personal documentary that gives added meaning to *Republican Politics* and *Republican Papers*: the first, a careful clinical analysis of the Goldwater candidacy and its aftermath in Congress; the second, a thoughtful symposium on a viable program for the party.

*Political Parties in Western Democracies.* Leon D. Epstein. Praeger. \$8.50.

Most foreign observers and a goodly number of our own scholars have compared American political parties unfavorably with parties elsewhere for their failure to function as responsible entities. Here is a valuable antidote. Epstein's examination of parties — here and abroad — is refreshingly astringent; the pitfalls which so often entrap the doctrinaire are avoided by his eclecticism. The American party system emerges as a highly functional, reasonably efficient mechanism, indigenous, unique, well-adapted to our conditions and needs.

*Contemporary Political Science: Toward Empirical Theory.* Edited by Ithiel de Sola Pool. McGraw-Hill. \$7.50.

The discipline of political science has undergone massive change since World War II. It is doubtful if a quarter century has produced comparable metamorphosis in any other field of learning. In this small volume nine of the most influential exponents of the new political science assess the results to date. Their findings provide an important bench mark for all social scientists.

*The Future of Conservatism.* M. Stanton Evans. Holt, Rinehart & Winston. \$5.95.

Although this book was published before the recent election, it might well be placed high on any reader's list of the many post mortems that will soon be available. Whatever one's political leanings may be, he can read Mr. Evans with profit. His projection, grounded on discerning correlation of demographic and electoral data, is more than the nostalgic yearning of a frustrated conservative. Indeed, the results of the 1968 elections take on added meaning in the light of this analysis.

*Anatomy of the Law.* Lon L. Fuller. Praeger. \$4.50.

A professor of law discusses his subject matter in language that the layman can understand — provided he does not permit his mind to wander. His reward for concentration will be an engrossing and revealing account of how and why our legal system functions: its special attributes, its strengths, its limitations.

#### Also Recommended:

*The Origins of American Politics.* Bernard Bailyn. Knopf. \$4.95.

*The Warren Court.* Archibald Cox. Harvard. \$4.95.

## LOUIS C. HUNTER

*Reformation to Industrial Revolution. The Making of Modern English Society.* Vol. 1: 1530-1780. Christopher Hill. Pantheon. \$6.95.

*Industry and Empire. The Making of Modern English Society.* Vol. II: 1750 to the Present Day. E. J. Hobsbawn. Pantheon. \$6.95.

We have here no conventional history reviewing the pomp and pride of a nation's past but a searching examination into the character and deep-seated causes of social change. Telescoped for our convenience into two modest volumes (242 and 319 pages, respectively), English history through more than four centuries is viewed as a succession of economic and social revolutions, stimulated and accelerated by technological innovation, having immense and frequently dislocating human consequences for one region, one class or another and at times engulfing the entire nation. Comprehensive yet concise, these volumes seek to explain and to interpret the vicissitudes of the human condition, largely within the framework of the changing structure of social classes, on one small island of a people long shaping both their own world and that of their far flung trading and political adventures. More recently both worlds and their relationships have altered, almost beyond recognition, and England finds itself as not so much controlling as subject to the forces which her people had once done so much to, place in motion.

*Pioneers and Profits: Land Speculation on the Iowa Frontier.* Robert P. Swierenga. Iowa State. \$7.50.

Of the influences which moulded Americans during the nineteenth, as indeed the preceding centuries, none was closer to the heart, hopes and calculations of settler, farmer and capitalist investor alike than the land. Here was the source not only of abundant crops, a hard-earned livelihood and pride of ownership for an agricultural people but for those who looked sharply land ownership was a seat on the gravy train to success by way of the unearned increment of rising land values. *Pioneers and Profits* will conduct the general reader no less than the specialist through a diligently cultivated and controversial field.

*Poverty and Politics. The Rise and Decline of the Farm Security Administration.* Sidney Baldwin. North Carolina. \$10.

*The Struggle for Social Security: 1900-1935.* Roy Lubove. Harvard. \$6.95.

*Economic Failure, Alienation, and Extremism.* Michael Aiken, Louis A. Ferman and Harold L. Sheppard. Michigan. \$7.50.

In their different ways, these studies explore the problems of economic insecurity in our country, economy and time: all are concerned with the adverse consequences of economic and technological change and with the means for their prevention or relief.

*Poverty and Politics* is an illuminating study of an unsuccessful effort to effect necessary social change by political means through administrative agencies. It gives a concerned but reasonably dispassionate

account of the programs and agencies set up under the New Deal to bring some measure of relief to the rural poor, that least visible segment of all the poor within our society. The Farm Security Administration truly represented an historic attempt "to exploit the promise, the power, and the possibilities of politics in securing salvation from the human suffering, social injustice and economic waste of chronic poverty." The story is here told, the lesson possibly in some part learned.

*The Struggle for Social Security* is broader in its scope, narrower in focus. It is primarily a study of attitudes and ideas and their crucial role as a force strongly to resist and eventually to compel adjustment to the basic processes of change. The emphasis is upon the philosophy of liberalism and laissez-faire and upon the reluctance of its beneficiaries, the comfortable if often discomfited middle classes, to admit changes to deeply entrenched attitudes and interests.

*Economic Failure, Alienation, and Extremism* summarizes in its title the result of an inquiry into the fate of several thousands of older workers, the bottom of whose world dropped out the day in 1956 the plant of the Packard Motor Company in Detroit closed down. The authors explore methodically the social and psychological consequences for the less fortunate among the discharged in one of the more striking among the scores of plant shut-downs and mass layoffs occurring annually. They underscore some of the consequences of personal economic failure in a society committed to social mobility for all.

## EARL W. COUNT

*The Rise of Anthropological Theory: A History of Theories of Culture.* Marvin Harris. Crowell. \$16.50.

A masterfully informed treatise, always powerful, often abrasive; frankly intending "to reassert" (in the face of its present neglect by anthropologists) "the methodological priority of the search for the laws of history in the science of man." It spans two centuries of Euroamerican sociocultural thought; its mordants fall principally upon the English-speaking sector, most particularly on the American. It will not always please; certainly it will not be ignored.

*The Japanese Imperial Institution in the Tokugawa Period.* Herschel Webb. Columbia. \$8.50.

A uniquely complex sociocultural feature treated from primary source-materials and with clean and sure economy. This perdurable religio-mythic symbol rode out the 250 years of a final shogunate and reassumed, a century ago, its pristine political capacity. A sequel about this post-Tokugawa period is promised.

*Local-level Politics: Social and Cultural Perspectives.* Edited by Marc J. Swartz. Aldine. \$9.75.

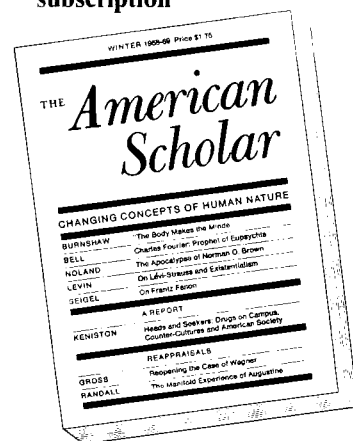
"Politics" under a re-cast definition. It encompasses all the ways and means whereby communities get public things done, whether within formalized "structures" or something much wider: social codes and values; prestige; power-definitions and power-seats; factions. A symposium by eighteen veteran stu-

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dents of at least as many local but wide-flung cultures, on the social metabolism of public life.

*Dialectic in Practical Religion.* Edited by E. R. Leach. Papers in Social Anthropology, no. 5. Cambridge. \$7.50.

Let not the title deflect you. Religious systems from their bookish repositories, and how people effect them, are two different things. Here, village Buddhism in Ceylon and northern Thai, ritualisms in a south African and a New Guinean community, are discussed by seven symposiasts, English and South-Asian, within the structural frames of Lévi-Straus—Durkheim and of Max Weber.

*A History of Egyptian Archaeology.* Fred Gladstone Bratton. Crowell. \$6.95.

Since the Rosetta Stone was found, contemplation of the cultural deed that was Egypt has grown to knowledge, under the hard, sensitive hands of a goodly company of intellectual adventurers. One of those who has shared tells of the world-view so recovered, as its people lived it.

*Apples of Immortality: Folktales of Armenia.* Leon Surlmelian. California. \$7.95. Scholarly, varied, and exquisite—selected by the author from his contributions of Armenian folktales to the UNESCO Collection of Representative Works from the Literatures of the USSR.

*Almost Ancestors: The First Californians.* Theodora Kroeber and Robert F. Heizer. Sierra Club, San Francisco. \$15.

Look at these hundred faces from a hundred years. Necessarily contrived poses—for ancient cameras recorded ponderously, obeying their owners' limited sight. Bring out your Steichen's *The Family of Man*: world-ranging, momentaneity uncontrived, the motile human mood-spectrum caught off-guard. For *Almost Ancestors*, such photic powers did not yet exist. But look. Patient and strongly quiet people, out of no wide world; reining their moods for the unaccountable camera-man's sake; their deep dignity given time to speak through, unwittingly, via an old mechanical eye. They are gone now; and so

too, almost, their lineages. For a latterday, insertive white California declared them an intolerable liability . . . These faces from your family gaze back at you. Your heritage *manqué*. . . You will lay down this album beside the other, and so restore somehow a balance.

#### Also Recommended

*Urartian Art and Artifacts: A Chronological Study.* Guitty Azarpay. California. \$7.50.

*One Hundred Years of Anthropology.* Edited by J. O. Brew. Harvard. \$5.95.

*The Discovery and Conquest of Peru.* Agustín de Zarate. Books I-IV. Translated by J. M. Cohen. Penguin. p. \$1.45.

*Kinship and Social Organization.* Edited by Paul Bohannan and John Middleton. American Museum Sourcebooks in Anthropology. Doubleday—Natural History. \$4.95, p. \$1.95.

#### FREDERICK B. ARTZ

*The 12th Century Renaissance.* Edited by C. W. Hollister. Wiley. p. \$1.95.

Excellent introduction to one of the great chapters of the history of ideas.

*The Mirror of Language.* M. L. Colish. Yale. \$10.

A fundamental study of the use of symbolic language in Augustine, Anselm, Aquinas, and Dante.

*The Medieval Town.* Fritz Rorig. California. \$6.95.

Now widely regarded as the standard work on this subject.

*Frederick the Great: A Historical Profile.* Gerhard Ritter. California. \$7.50.

A classic treatment now available in English.

*Disraeli.* Robert Blake. Doubleday-Anchor. p. \$3.95.

Now the best life, and considered "one of the great political biographies of our time."

*The History of Germany Since 1789.* Golo Mann. Praeger. \$10.

A useful survey of modern German history.

## 1968 BOOK AWARDS

(continued from page 1)

graphic voyages as well as a chronicle of travel and adventure in tropical and polar waters. Although the expedition took place over forty years ago, Sir Alister succeeds in recapturing the youthful zest and spirit of adventure of the trip. He not only explains the great body of scientific knowledge acquired then with primitive equipment, but also brings the material up-to-date by reviewing advances made during the intervening years. Adding to the reader's understanding of the setting and the scientific data are water color paintings, line drawings, and photographs by Sir Alister which depict the ship, the scenery, and the plant and animal specimens.

In the statement which was read for him at the dinner, Sir Alister wrote: "It is particularly gratifying to me that you should have seen in my books on Antarctic oceanography the spirit that I have always tried to uphold: that science, art and literature are parts of a 'single enterprise' and should not be divided from one another. I do not believe in C. P. Snow's Two Cultures— if by these cultures he means the worlds of science and the arts. If by science he really means technology there may be something in what he says; science however is not technology—it is a vision of possible discovery, an adventure, an endeavor driven forward by enthusiasm. . . ."

Knighted for his creative research and teaching in 1957, Sir Alister was, until recently, head of the department of zoology at Oxford University. His other books include *The Open Sea*, *Memoirs of Biological Oceanography* and *The Living Stream* in which he outlined his theories on evolution in the animal kingdom. *The Living Stream* has just been awarded the 1968 Lecomte du Nouy medal.

## the **KEY** reporter

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