

# the **KEY** reporter

volume ~~xxvi~~<sup>xxxv</sup> • number three • spring 1970

## PHI BETA KAPPA APPOINTS TEN VISITING SCHOLARS FOR 1970-71

by Kathy Ryffel, Asst.,  
Visiting Scholar Program

When ecologist Garrett Hardin meets with students and faculty this coming fall, his arrival will not only inaugurate the 1970-71  $\Phi$ BK Visiting Scholar Program, it will also mark the 1000th visit sponsored by the fourteen-year old program. Since 1956, 95 Scholars have crisscrossed the country in order to spend two or three days with undergraduates at universities and colleges that shelter  $\Phi$ BK chapters.

It was in October of that year that Mr. Daryll Forde flew to Milwaukee-Downer College (now joined with Lawrence University) to make the first visit given under the auspices of Phi Beta Kappa. A British subject, Mr. Forde was then a visiting professor at the University of California at Berkeley as well as professor of anthropology at the University of London, a position he still holds today. Concentrating on his particular interest—the impact of modern commerce and industrial development upon the cultures of societies outside the great civilizations—this first Visiting Scholar lectured to students, faculty, and townspeople and led informal discussions both within and without the classroom. Comments sent in by the chapter after the visit gave thanks to  $\Phi$ BK for the selection of Mr. Forde as a Visiting Scholar and spoke enthusiastically of his stay there. Mr. Forde himself observed: "For my part, I enjoyed the visits . . . and I am looking forward to . . . next week's . . ." The general response to the 26 visits made by the initial team of 5 Phi Beta Kappa Visiting Scholars was both lively and favorable, and what began as an experiment soon became established as a program.

This past academic year 11 outstanding scholars travelled to

86 schools to introduce students and faculties to a wide variety of subjects, ranging from the jazz of Charlie Parker to the ancestors of modern cultivated corn, from the importance of Eastern Europe to the annihilation of history. Scholars and chapters continue to confirm the significance of a program whose aim is to enable undergraduates to meet with established scholars in diverse disciplines. A remark by one of the Scholars expresses the view of most: "My greatest pleasure as a Phi Beta Kappa Visiting Scholar has been talking to young people, getting to know them personally, listening to their ideas and plans, and giving them unhurried advice or information when it is sought." The following comment from one chapter correspondent points out the benefit of the program to the entire academic community: "The students were greatly impressed by his knowledge and dynamic presentation in the classroom, as were other students, faculty of Bucknell, and neighboring educational institutions, besides townspeople at the public meetings."

The 1970-71 Visiting Scholars will offer topics ranging from American intellectual history to population control, the protection of the environment, city planning, and the Athenian aristocracy. Of these 10 Scholars, 5 represent the humanities, 3, the social sciences, and 2, the natural sciences; their fields include economics, English, philosophy, American history, social psychology, classics, psychiatry, political science, and ecology. The Visiting Scholars appointed for the coming academic year are:



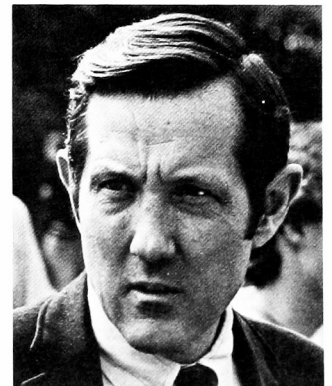
Garrett Hardin



Henry J. Abraham

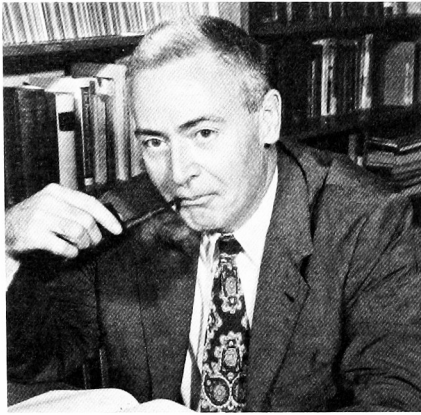


Henry Dreyfuss



John William Ward





**Paul L. MacKendrick**

**Henry J. Abraham**  
Professor of political science at the University of Pennsylvania since 1962, Mr. Abraham was recipient of its first award for "Excellence in Undergraduate Teaching." He has been a visiting lecturer at universities in Sweden, Denmark, Holland, and Germany, and a fellow of the American Philosophical Society (1960-61) and the American Council of Learned Societies (1968-69). Among his books are *Freedom and the Court: Civil Rights and Liberties in the United States*, *The Judicial Process: An Introductory Analysis of the Courts of the United States, England, and France* and *The Judiciary: The Supreme Court in the Governmental Process*.



**William C. Greenough**

**Henry Dreyfuss**  
A pioneer in the profession of industrial design, Mr. Dreyfuss presently serves full-time as corporate adviser to a number of major American corporations. Mr. Dreyfuss is also an adjunct professor at UCLA and faculty associate of the California Institute of Technology; he has written *Designing for People* and *The Measure of Man*. A founder and former president of the American Society for Industrial Designers, he is a trailblazer in applying to American manufacturing the maxim that form follows function.



**Stephen L. Klineberg**

**Dana L. Farnsworth, M.D.**  
Dr. Farnsworth is a leader in the application of psychiatry to the problems of mental health in the college community. Since 1954 he has been Henry K. Oliver Professor of Hygiene and director of the University Health Services at Harvard University. Author of *Mental Health in College and University* and *Psychiatry, Education, and the Young Adult*, and co-author of *Textbook of Psychiatry and Living*, he has spent most of his professional life caring for college students, first at Williams College, then at MIT, and now at Harvard.

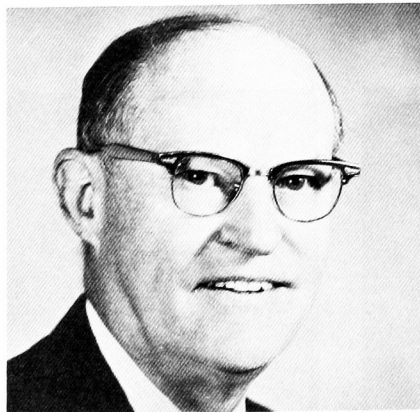
**William C. Greenough**  
An economist, Mr. Greenough has been

chairman and chief executive officer of the Teachers Insurance and Annuity Association of America and the College Retirement Equities Fund since 1963 and was on the faculty of Indiana University early in his career. In 1961 the Elizur Wright award for "outstanding and original contributions to insurance literature" was awarded to him for his book *A New Approach to Retirement Income*, the economic study of common stock performance that preceded the establishment of CREF and the variable annuity. He was a member of the advisory councils of the National Bureau of Economic Research Pension Study and the Committee on International Activities of the U.S. Office of Education.

**Garrett Hardin**  
Now professor of human ecology at the University of California, Santa Barbara, Mr. Hardin's research began in microbiology, moved toward an emphasis in the area of genetics and evolution, and has now shifted to the problems of population and the protection of the environment. His writings include *Biology: Its Principles and Implications*; *Population, Evolution and Birth Control*; *Nature and Man's Fate*; *39 Steps to Biology and Science*, *Conflict and Society*. Mr. Hardin was engaged in research at the Carnegie Institution of Washington before teaching at California.

**Stephen L. Klineberg**  
Assistant professor of social psychology at Princeton, Mr. Klineberg has also served on the Harvard faculty. Professor Klineberg is presently in Tunisia completing a book on time perspectives and doing research on attitudes and self-conceptions among adolescents and their parents under the impact of modernization. He was recipient of a Bicentennial Preceptorship from Princeton University (1966-69) and is an assistant editor of *Sociological Inquiry*.

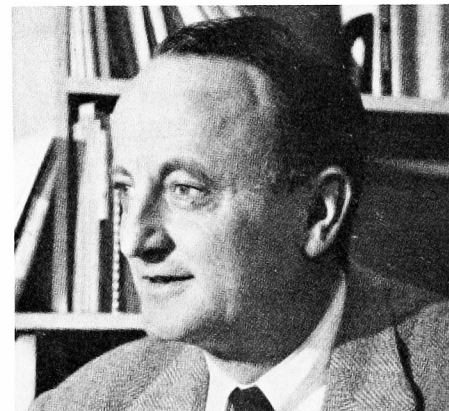
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**Herman E. Spivey**



**Dana L. Farnsworth**



**Philip Rhinelander**





# BIG BOTHER IS WATCHING YOU

by Nicholas Johnson

Intellectuals don't have to watch television — but they'd better not ignore it.

Many are professionally engaged in, and most (if not all) are personally committed to, improving the quality of modern life — by contributing to its arts and sciences, educating its young, caring for its physical and mental well-being, shaping its economic, social, or political conditions. These efforts are, in almost every instance, swamped by the tidal wave of television's brackish water. Worse, yet, we're scarcely aware that it's happening.

Most of us are at least generally aware of the social revolution wrought by the automobile and the telephone. Few of us are fully aware of the fact that television has produced its own. Sociologists report that it has altered the very structure of most family lives: it has changed their eating and sleeping habits, it consumes more of their time than any other activity after sleep and work, and it is used as an electronic babysitter. But, unlike the automobile, the television set directly affects the attitudes and opinions of its users. And it's not only reaching more people than all other forms of communication combined, it's also reaching them with an impact previously offered only by direct experience.

More than 95% of the 60 million homes in the United States have television sets. (More than 25% have two or more.) In the average home that set is turned on some 5 hours and 45 minutes a day. The average male viewer will watch it for roughly nine full years of his life. Dr. S. I. Hayakawa estimates that it snatches children from their parents for 22,000 hours before they are eighteen. When Tiny Tim was recently married on the Johnny Carson show, he received the second largest audience watching a "live" event in the history of the medium — only the moon-landing had more viewers!

We have to wake up to the frightening fact that the sheer ubiquity of television and its monopoly upon the attention of most American families inevitably make it the major source of their knowledge and values. It is the single most powerful intellectual, social, cultural, and political force in history. A book would be considered a "best seller" if sales topped one million. A magazine would be doing extremely well with a circulation of 5 or 10 million. Yet every hour of every night, seven times a week, year in and year out, a network has the attention of more than 30 million people. I used to be a member of the law faculty at the University of California at Berkeley. In order to lecture to this number of people, I would have had to lecture to a classroom of 100 students every hour on the hour, eight hours a day, five days a week, fifty weeks a year, for 150 years.

Last year, I spent a substantial amount of time, research, and thought in preparing a 3,500-word article on network "censorship" of television programming for TV GUIDE. The article was distributed to some 15 million readers. In the weeks that followed, I received about 75 letters of comment. A few weeks later, I was interviewed on CBS's *Face the Nation* — a Sunday morning discussion program with about one-quarter of the audience for prime time evening shows. Despite the fact that the time of the program was erroneously

announced around the country so that those viewers who intentionally tuned in discovered the program was already over, I received — within the short period of one week — over 1,000 letters. What happened? The answer, I think, is not that I reached more people during that short half-hour on CBS than in my TV GUIDE article — unquestionably, I did not. Nor did I present my position more cogently: writing almost always produces a more telling argument than extemporaneous remarks. The answer is that I reached them in a more powerful way: through the special immediate and total "experience" that is television. Consider only a few of its unique effects: (1) 30,000 coal miners pushed the West Virginia legislature into passing one of the first workmen's compensation programs for miners suffering from black lung disease two weeks after a national broadcast on a subject ignored by their union and refused by their local television stations; (2) the *New York Times* has reported that NBC's broadcast on chemical and biological warfare led to Congressional hearings and otherwise unrevealed Pentagon disclosures; (3) as Congressman Gonzalez of Texas commented, many Americans only awoke to the fact that there is poverty in this country after seeing examples of critical malnutrition on CBS's documentary, "Hunger in America"; (4) the award of *Laugh-In's* "Flying Fickle Finger of Fate" to an Ohio community that had refused to appropriate enough money for the public schools led to sudden funding.

Dean George Gerbner of the Annenberg School summed up these more silent effects of television: "In only two decades of massive national existence, television has transformed the political life of the nation, has changed the style of the generation, made overnight global phenomena out of local happenings, and redirected the flow of information and values from traditional channels into centralized networks reaching into every home. In other words, it has profoundly affected . . . the process by which members of our species become human."

Psychologists now know that children learn more about their world and its values during their first six years than in any other single portion of their life. Parents and educators should know that by the time the average child enters kindergarten, he has spent more hours in front of his television set than he will spend in a college classroom earning a B.A. (According to the Kerner Commission Report on Violence, ghetto children watch even more — up to seven hours a day.) Have you ever asked yourself who are your child's, as well as your contemporaries', "teachers" or what they are teaching? Here is a partial answer: that conflicts are resolved by force, violence, or "destroying the enemy," and not by listening, thinking, or understanding; that troubles are dissolved by the "fast, fast, fast relief" that comes from pills (vitamins, headache pills, sleeping pills, stomach pills, tranquilizers, pep pills, or "the pill"), and not from dedication, training, or discipline; that personal satisfaction comes from the passivity of possession and consumption (conspicuous whenever possible) of cars, appliances, and toys, cigarettes, soft drinks, and beer, and not from the activity of commitment.

Recent polls indicate that 60% of the American people believe they get most of their information from television. Yet I fear that the thinking, creative, intellectual community in this country (unlike England, Germany, Japan, Russia, and Canada) has turned its back on this astonishing fact and written off television as a medium for the communication of its thought.

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**Nicholas Johnson**, Commissioner, Federal Communications Commission, is the author of the recently published *How to Talk Back to Your Television Set* and a member of Phi Beta Kappa. The title has been drawn from Mason Williams' analysis of television, *The Mason Williams FCC Rapport*.

If so, this is a tragic mistake. Pete Seeger thinks that to say, "Let the boobs watch television, I get my enjoyment from books," is like saying, "What do I care about polluted rivers, I have a swimming pool." If the intellectual community shrugs off the "polluted rivers" of television for their books, theatre, and so forth, we may lose the vast majority of the country, including our own children, to those whose primary interest is in a profit from, and not in what is of interest to—or in the best interest of—the public.

What can be done to turn the tide of television?

The Federal Communications Commission has broad and sweeping powers. It could, almost overnight, entirely reform the radio and television industry. Here is a brief sampling of its powers. It regulates all communication by radio or wire (including AM, FM, shortwave, citizens and private band radio, VHF and UHF, cable and pay television, all interstate telephone communications, telegraph services, microwave transmitter link-ups, and even communications by satellites), first, by allocating "frequency space" to various uses (it was the FCC that "created" FM radio and UHF television) and, second, by deciding which broadcasters are best qualified to utilize portions of those frequencies. The FCC has the power to prevent one person or one corporation from owning more than one broadcast station (AM, FM or TV) in any one community—thereby permitting a plurality of "media voices" in the marketplace of ideas. It can require stations to give free time to all political candidates during election time.

The essential point, however, is that airwaves are public property; broadcasters do not own the rights to broadcast over their frequencies outright or in perpetuity. Congress, through the Communications Act of 1934, treated broadcasters as trustees in whose hands public property was to be placed for a short, terminable period. Every three years, broadcasters must "run on their record." If the Commission, created by this Act, finds that they have effectively "served the public interest," they obtain another three-year period.

Critics of radio and television generally agree that the FCC has not held broadcasters to a very high standard of public interest. The FCC once decided, for example, that a radio station proposing 33 minutes of commercials an hour would be serving the public interest. It approved a license transfer application for a station that quite candidly conceded it proposed to broadcast no news or public affairs at all. When presented with charges that a

southern station was engaged in racist programming, the FCC first refused even to let the complaining parties file their briefs and pleadings with the Commission, and then later found the station's performance entitled it to a license renewal. It once renewed the license of a station that admitted bilking advertisers with more than \$6,000 in fraudulent advertising claims; even though the station had already been put on "probation" by the FCC for earlier contest-rigging, the Commission nevertheless found the station had "minimally met the public interest standard."

As with computers, the unpleasant fact of administrative law, such as that practiced by the FCC, is that outputs cannot improve upon inputs. And, in most cases, the only inputs to the FCC come from broadcasters, not the public at large. The "output" from the FCC and your television set alike show this. James Landis characterized the problem in his famous report to President Kennedy: "It is the daily machine-gun-like impact . . . that makes for industry orientation on the part of many honest and capable agency members as well as agency staffs." He's right. Every day hundreds of pounds of legal documents are filed with the Commission, all presenting, in the most persuasive manner a talented corporate lawyer can muster, finely reasoned legal arguments why the broadcaster ought to be given what he asks. On the other side, the citizen's side, we receive virtually nothing.

The first step to take toward improved broadcasting, therefore, is to inform yourself of your "rights" vis-a-vis your local broadcasting station. Did you know that your station has to prove its record every three years in Washington, D.C., and that it must inform you of the dates and times and places so that you can participate—like a stockholders' meeting? Did you know that your local station is required by law to keep certain records available to any member of the public? Did you know that if a broadcaster states an opinion on a matter of public interest and controversy, responsible spokesmen for the opposing point of view have a right to have their position aired, under the "fairness doctrine"? Did you know that you can file a "Petition for Rule-Making," requesting the FCC to initiate legal machinery toward adoption of any rule within our power that you believe is in the public interest

A group of mothers, angered over television's shabby treatment of children, organized Action for Children's Television (ACT). They started by picketing a Boston television station for canceling

*(continued on back cover)*

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# reading recommended by the book committee

humanities

social sciences

natural sciences

GUY A. CARDWELL, ROBERT B. HEILMAN,  
FREDERICK J. CROSSON  
LEONARD W. DOOB, FREDERICK B. ARTZ,  
LAWRENCE H. CHAMBERLAIN, ANDREW GYORGY,  
EARL W. COUNT, ANDREAS M. KAZAMIAS,  
LOUIS C. HUNTER, RICHARD BEALE DAVIS  
MARSTON BATES, KIRTLEY F. MATHER

## ROBERT B. HEILMAN

*An Introduction to Spanish-American Literature.* Jean Franco. Cambridge. \$9.50.  
Succeeds in ordering a literature that sprawls over nineteen countries from colonial to modern times. Describes, quotes, criticizes. Brief final summaries in 7 of the 10 chapters help organize the historical, national, and aesthetic accounts.

*British Autobiography in the Seventeenth Century.* Paul Delany. Columbia. \$6.  
A well organized, maturely critical, and quite readable survey of almost 200 true and quasi autobiographies, examined in relation to the culture, religion, and differing purposes of the many men and few women who wrote of themselves.

*Pierre Corneille: Seven Plays.* Translated into English Verse with a Biographical Appreciation and Notes by Samuel Solomon. Random House. \$15.  
Samuel Solomon continues his skillful verse translations equally useful in the library and on the stage. This volume include Corneille's four best-known tragedies, two other tragedies, and his most popular comedy, *The Liar*.

*Jonathan Swift: A Critical Introduction.* Denis Donoghue. Cambridge. \$7.50.  
An original and penetrating study, with many caveats against excessive reliance on irony and the *persona* in Swift criticism, and an emphasis on Swift's "plural form," which involves license in the use of perspective, parody, contrast, and discontinuity.

*Lady Blessington's Conversations with Lord Byron.* Edited with an Introduction and Notes by Ernest J. Lovell, Jr. Princeton. \$10.  
A usefully full introduction, paying especial attention to the biographical background, precedes the text of this first critical edition of an important Byron source. The often entertaining marginalia from Countess Guiccioli's copy are reproduced. Byron rarely spoke uninterestingly, even though his remarks are filtered through the rather bland style of the lady.

*Diary by E. B. B.: The Unpublished Diary of Elizabeth Barrett Browning, 1831-1832.* Edited with an Introduction and Notes by Philip Kelley and Ronald Hudson. Ohio. \$15.  
A revealing record of an emotional year in which E. B. B. constantly suffered from the expected loss of the Barrett home and of her relationship with an older blind scholar to whom she was strongly attached. Robert Coles' psychoanalytical essay is restrained and sensible.

*Charles Dickens 1812-1870: A Centennial Volume.* Edited by E. W. F. Tomlin. Simon and Schuster. \$12.50.

An excellent collection of biographical and historical essays by eight writers and scholars. J. B. Priestley on Dickens' life, and Tomlin on his reputation are especially good. Nearly 250 interesting illustrations.

*Bloomsbury.* Quentin Bell. Basic Books. \$4.95.

Quentin Bell, art critic and historian, and nephew of Virginia Woolf, devotes this informal, thoughtful, and detached essay primarily to sketching the habits of mind that allied the diverse personalities of "Bloomsbury" — inquiringness, skepticism, openness, reliance on reason and good taste. Numerous illustrations.

*Robert Liddell on the Novel.* With an Introduction by Wayne C. Booth. Chicago. \$3.50.

This reissue of *A Treatise on the Novel* (1947) and *Some Principles of Fiction* (1953) makes available again a novelist's astute perceptions about fictional form as practiced by both older writers and contemporaries. By avoiding fashionable points of view Liddell manages to seem undated.

*Three Plays.* Nikos Kazantzakis. Translated from the Greek by Athena Gianakas Dallas. Simon and Schuster. \$7.50.

*Melissa* and *Kouros* are versions of old myths; *Columbus* is a drama of the obsessed explorer, monks, and Queen Isabella. *Columbus* is best endowed with the quality common to all: imaginative and emotional vitality.

*Myth on the Modern Stage.* Hugh Dickinson. Illinois. \$8.50.

Full-length evaluations of about two dozen plays (by ten dramatists — six French, three American, T. S. Eliot) based on Greek myth. Learned and lively, philosophically and theatrically aware.

*The French New Novel: Claude Simon, Michael Butor, Alain Robbe-Grillet.* John Sturrock. Oxford. \$6.95.

Long essays on the novelists follow an introduction which relates anti-realistic new-novel theory to old-novel theory, with emphasis on the new novelist as a self-conscious presenter of his own creative processes by objects that compel the reader to recreate and thus to alter consciousness.

### Also Recommended:

*Recollections of George Bernard Shaw.* R. J. Minney. Prentice-Hall. \$7.95.

*Myth and Modern American Drama.* Thomas E. Porter. Wayne State. \$7.95.

## FREDERICK J. CROSSON

*Ontological Relativity and Other Essays.* W. V. O. Quine. Columbia. \$5.75.

The title essay of this collection is the first of the John Dewey Lectures inaugurated at Columbia University in 1968. The essays clarify and carry forward the ideas developed in *Word and Object*, based on the view that language consists of dispositions, acquired by conditioning, to respond acceptably to socially observable stimuli. Ontology, in this perspective, is the quest for the simplest general canonical logical notation. As usual, the arguments are models of careful, tight, piece-by-piece clarity.

*The Presence of the Word.* Walter J. Ong. Yale. \$6.95.

Although delivered several years ago, these Terry Lectures deserve our attention quite apart from the fact that their author was a Phi Beta Kappa Visiting Scholar. The framework of the contrasting of oral and print cultures allows him to illuminate the far-reaching consequences of the shift from aural to visual predominance in Western history. The relations which his perspective suggests between cultural phenomena not heretofore perceived as related are both surprising and persuasive, and the reader will find his own perception of the sense of these phenomena changed.

*God and the Soul.* Peter Geach. Schocken. \$4.50.

Scornful of the sloppy thinking about its title subjects often exhibited by religionists as well as anti-religionists, this collection of essays aims to delineate with precision the issues involved in some disputed questions — reincarnation, immortality, existence, morality — and to take a position on them. Naming and referring, the ontology of mathematical objects and the logical form of causal propositions are among the conceptual tools sharpened for the arguments. Five of the nine essays are previously unpublished in a refreshingly different book.

*Perspectives on Death.* Edited by Liston O. Mills. Abingdon. \$6.50.

An interdisciplinary approach to the subject of death, as viewed by sociology, psychiatry, theology, literature, and scripture. Tolstoy remarked that our passion to inquire why someone died is a way of satisfying ourselves that it was due to some special circumstances affecting him — but not me. The puzzle of our irrational and rationalizing attitudes toward this inevitable event is probed with acuity by these various perspectives, but without dissolving the mystery.

*Nihilism.* Stanley Rosen. Yale. \$8.50.

A radical, i.e., fundamental, critique of contemporary philosophy and politics. Both Wittgenstein's view of language as a *Lebensform* and Heidegger's conception of Being are analyzed as current forms of historicism, and historicism leads to nihilism and to silence because it cannot rationally discourse upon itself, cannot justify itself. To these currents, Rosen opposes the Platonic understanding of the unity of reason and the good. If occasionally obscure, the argument has the central issues in its sights.



*The Growth of the Biblical Tradition.* Klaus Koch. Scribners. \$6.95.

The best introduction to the scope and significance of the form-critical method. Comprehensive, systematic and lucid, it provides an excellent exposition for the general, interested reader. The contrast between form criticism and literary criticism make clear why the earlier biblical studies based on the latter approach (e.g., the opposing of Pauline Christianity to the teachings of Jesus) are no longer valid. The second half of the book exemplifies the method by considering a dozen examples in detail.

*Moral Knowledge and its Methodology in Aristotle.* J. Donald Monan. Oxford. \$4.50. Poised against the view of Jaeger and others that the ethical doctrine of Aristotle as epitomized in the Nicomachean Ethics was a patchwork compromise. Monan shows that the Eudemian Ethics presents a unified and matured Aristotelian ethical view. Indeed, parts of NE are argued reasonably to antedate the latter work. The conclusion is that Aristotle's final identification of the supreme good for man is not based on metaphysics—hence not on the “rickety amalgam” of Book Ten of NE and its doctrine of contemplation—but on the immanent implications of *praxis*.

#### ANDREAS M. KAZAMIAS

*The Children of the Dream: Communal Child-Rearing and American Education.* Bruno Bettelheim. Macmillan. \$6.95.

An interpretation of child-rearing and education in the *kibbutzim*, the famous Israeli agricultural collectives. Bettelheim, a well-known writer on the emotional development of children, has provided additional firsthand observations on and insights into the type of human being, namely, his values, feelings, attitudes, desires, and general outlook toward the self and the world, produced by this daring social experiment in communal upbringing. Equally important, however, in the mind of the author, is the light which the comparison between *kibbutz* and contemporary American education throws upon the problems of the latter, beset as it were, by fear, alienation, competition, constraint, and the lack of a feeling of “community.” The book is bold and provocative, as indeed is the phenomenon it examines. It has already aroused considerable controversy here and abroad.

*The Lives of Children, A Practical Description of Freedom in its Relation to Growth and Learning: The Story of the First Street School.* George Dennison. Random House. \$6.95.

Like *Children of the Dream*, this book deals with the “personality formation” and “education” of children. But it is about 23 American children (black, white, and Puerto Rican) whose identities or selves have been destroyed by their environment and schooling. Dennison vividly portrays the product of a type of educational system which Bettelheim partly had in mind when he referred to possible benefits from a look at *kibbutz* education. An indictment of American education and the theories upon which it is based, the author draws from the pedagogical and psychological ideas of

Dewey, Tolstoy, Neill and other advocates of freedom and autonomy in education. Through the First Street School he shows how, on a small scale at least, change can be brought about in reading and other skills of school “rejects” or “unteachables” and, more importantly, in the lives of children which, he feels, should be the main concern of education.

*Run, Computer, Run: The Mythology of Educational Innovation.* Anthony G. Oettinger with Sema Marks. Harvard. \$5.95.

Not an indictment of “mechanized instruction” as some may hastily infer from the title, but an informative and sober appraisal of computer and other forms of educational technology by two writers who are convinced of their potential benefits to instruction and learning. The promise of such technology is first presented in terms of several visionary tableaux. This is followed by an analysis and evaluation of several experiments and projects funded by government and other agencies. The study explodes many myths that have surrounded computer centered learning. It concludes that “educational technology has not reformed—much less revolutionized—education as dispensed in our schools.” The authors attribute this to structural defects in the American school system (bureaucratization, rigidity, fragmentation, etc.) the stage of our knowledge (still a stage of ignorance) in the use of computer centered learning, and the inefficient ways funds are being allocated.

*Dynamics of Academic Reform.* J. B. Lon Hefferlin. Jossey-Bass. \$8.50.

A carefully written, well researched and detailed study of the process of change in modern American universities. The book examines the elements in universities resisting change (and these often include faculty members), and also explores some of the important institutional factors which affect reform proposals. The study is based on surveys and personal interviews at 110 representative universities and colleges. *Dynamics of Academic Reform* is “must” reading for anyone seriously concerned with the crisis of American higher education.

*Society, Schools and Progress in Eastern Europe.* Nigel Grant. Pergamon. \$4.20. *Soviet Education.* Nigel Grant. Penguin. \$9.50. The best available introductions to the educational systems and the underlying ideologies of the Soviet Union and Eastern and Southeastern Europe (East Germany, Poland, Czechoslovakia, Hungary, Rumania, Yugoslavia, Bulgaria, and Albania).

#### LEONARD W. DOOB

*Visual Thinking.* Rudolf Arnheim. California. \$11.50.

A humane but very determined attempt to suggest the overpowering role of perception, and especially vision and visual images, upon human responses to simple objects or the universe, upon the storing of information, and upon the appraisal of experience. The illustrations come not only from the visual arts but also from literature and psychological experiments. In the center of this tableau is the symbol. Not surprisingly but convincingly the author would have edu-

cators systematically trained in “visual sensitivity.”

*Notes from Africa.* H. S. Ayor. Praeger. \$5.95.

A highly sophisticated, self-consciously sensitive, thinly fictionalized account by an important Israeli diplomat of the problems that arise when a man of good will from the culture of the West tries to understand the officials of the African country his government is trying not completely disinterestedly to help. Both the African elite and the ambassador struggle to find meeting places between two ways of living and feeling, but they remain unconvinced, in spite of noble intentions, that they can succeed in this generation.

*American Beliefs and Attitudes about Intelligence.* Orville G. Brim, Jr., David C. Glass, John Neulinger, and Ira J. Firestone. Russell Sage. \$7.75.

An amazingly thorough examination from almost every conceivable statistical and demographic standpoint of how the concept of intelligence and intelligence test scores are embedded in the thinking and aspirations of a sample of 10,000—yes, really—secondary school children and, very briefly, in one of 1,500 American adults. These surveys sometimes reveal the expected (e.g., relatively few students think the tests measure inborn intelligence), but more often the unexpected (e.g., fewer Negroes than white students believe that test performance depends only or mostly on learning).

*Physical Control of the Mind: Toward a Psychocivilized Society.* José M. R. Delgado. Harper & Row. \$7.95.

A proud but self-effacing, a challenging but philosophically sophisticated exposition—in terms intelligible to alert non-specialists—of how our knowledge concerning the brains of animals and men has markedly if tentatively increased through implanting radio-controlled electrodes in that crucially important organ. Significant behavior can thus be activated and the suffering of some patients can be alleviated. The startled or sentimental reader will not panic if he reads Chapters 17-19 which reveal the present limitations of the technique and Chapter 21 which is titled “Ethical Considerations.”

*Kambuya's Cattle: The Legacy of an African Herdsman.* Walter Goldschmidt. California. \$7.50.

A slow-moving, most detailed, incredibly conscientious record of events in an East African village which followed after the death of a quietly wealthy man who “left four sons by three different wives, a herd of more than two hundred cattle, a very old wife, and a series of economic obligations and credits.” Here is a microcosm which is placed on a continuum somewhere between the conventional ethnography of an entire culture and the biography of a specific person embedded in it. The gently exciting drama illuminates and transcends the particular, complicated human relations.

*The Harried Leisure Class.* Staffan Burenstam Linder. Columbia. \$7.

An application of eclectic economic theory to the problem of allocating one of the scarcest resources in developed societies,

viz., time. To document his theory that time is becoming even scarcer the author skillfully dissects a depressingly large segment of modern behavior ranging from bank savings to sex. Here is yet another way, a very original one, to account for some of the subtler miseries we inflict upon ourselves.

#### ANDREW GYORGY

*East-Central Europe, A Guide to Basic Publications.* Edited by Paul L. Horecky. Chicago. \$25.

This monumental annotated area guide gives a significant insight into the lands and peoples of four East-Central European countries. Some sixty scholars and specialists present 3,400 bibliographic entries dealing not only with regional material but with sources in Russian and in several Western languages. This impressive work will be invaluable to students of the area, researchers, librarians and government officials.

*Rand McNally. The International Atlas.* Rand McNally. \$34.95.

This unique cartographic venture offers a broad panorama of topographic and political maps of the entire world. It will be indispensable to theorists and practitioners alike. The maps are, cartographically speaking, both beautiful and impeccable. The only items of criticism are the brevity of editorial and introductory comment, and the weakness of some of the *political* regions presented, notably Western and Eastern Europe.

*Opposition in the U.S.S.R., 1917-1967.* Roland Gaucher. Translated by Charles L. Markmann. Funk & Wagnalls. \$10.

This book examines all available aspects of underground opposition and resistance to Lenin and Stalin throughout the first 35 years of USSR history. Particularly important are the author's accounts of Ukrainian nationalist resistance and of the Stalinist purges of the military in the 1930's.

*The Age of Protest: Dissent and Rebellion in the Twentieth Century.* Norman F. Cantor. Hawthorn. \$8.95.

A significant summary of the past century's social and political protest movements ranging from the 19th century feminist crusades to our current student and black revolts. One of the more important sections deals with student protest movements in American universities (Part Four). A useful and well-written book.

*Jean Monnet and the United States of Europe.* Merry and Serge Bromberger. Translated by Elaine P. Halperin. Coward-McCann. \$10.

A detailed description of the major steps taken to unify Europe since World War II. Starting with the biography of Jean Monnet, "founding father" of the unification movement, the book culminates in a dramatic discussion of the Common Market, Euratom and General de Gaulle's vision of his Europe, a veritable "fairy tale," according to the authors.

*The 900 Days, The Siege of Leningrad.* Harrison Salisbury. Harper & Row. \$10. A monumentally detailed and historically fascinating account of the Nazi siege of Soviet Russia's second largest city in World

War II. Although frequently too detailed in its military analyses, its sweep is impressive. Based on original Russian sources, memoirs and interviews, only recently available to the Soviet public itself, Salisbury's book will serve as a "classic" in this field.

*The Demonstration in Pushkin Square.* Pavel Litvinov. Gambit. \$4.95.

A dramatic and truthful description of the recent trial of several young Russian writers. The trials came about as the result of a demonstration in Pushkin Square in 1967, protesting the imprisonment of four fellow-writers. A frightening document of the current process of "re-Stalinization" in the USSR, aimed in particular against artists, writers, literary figures, and journalists.

#### RICHARD BEALE DAVIS

*Black Exodus: Black Nationalist and Back-to-Africa Movements, 1890-1910.* Edwin S. Redkey. Yale. \$10.

Careful scholarship, balanced conclusions, and obvious significance to an understanding of American black nationalism mark this study of the little-known back-to-Africa movements a full generation after the Civil War. The story is briskly and at times humorously told. Essentially it is a record of tragic failures for middle-class black leaders and for optimistic peasants who believed in and followed them, tragedy resulting from an application, or misapplication, of the American Dream.

*American Negro Slavery: A Modern Reader.* Edited by Allen Weinstein and Frank O. Gatell. Oxford. \$7.50.

From Ulrich Phillips to Genovese and David B. Davis and John Hope Franklin, this collection of recent essays on "the central theme of our national experience," the matter of race, is comprehensive in its variety and points of view, and unusually provocative. Probably the best anthology of writing about slavery yet collected. Well organized. Each writer is perceptive and scholarly and usually an effective penman.

*The Papers of John C. Calhoun, Volume IV 1819-1820.* Edited by W. Edwin Hemphill. South Carolina. \$15.

A valuable documentation, ably edited, of a year of Calhoun's tenure as Secretary of War. Although more than a thousand items are abstracted or transcribed verbatim, many readers will find most interesting those representing the southern statesman's attempt to implement his program for educating the Indians. Perhaps equally significant is the tale told in letters of Stephen H. Long's expedition up the Missouri.

*Lewis Miller, Sketches and Chronicles.* Edited by Robert P. Turner. The Historical Society of York County [Pennsylvania]. \$25.

These colored drawings and chronicles represent the reflections of a Pennsylvania German folk artist. From the late eighteenth century to Miller's death in 1882, the writer-artist illustrated and commented upon public buildings, the idiosyncrasies of his fellow-countians and other Americans, the comic and tragic and memorable incidents he witnessed. Included are some of his impressions on a European tour. Drawn with

a deft hand, a keen eye for detail, and a sense of humor, this panorama of our history from the days of Washington to the aftermath of the Civil War should interest every cultural, intellectual, and art historian as well as any intelligent reader. The English and occasional German comments and poems are a real part of our folk literature. All together, a fascinating volume.

*Preaching in American History: Selected Issues in the American Pulpit 1630-1967.* Edited by Dewitte Holland et al. Abingdon. \$8.95.

Though its content indicates that it would more appropriately have been entitled "Reactions of the American Pulpit (and Laity) to Major Religious and Social Problems of Our History," the volume should be useful to both religious and general historians. There is the usual over-emphasis on early Puritanism and neglect of early Anglicanism, a condition which might be ameliorated by adding a companion volume. Later periods are represented in better balance.

*Travels in New England and New York.* 4 vols. Timothy Dwight. Edited by Barbara M. Solomon. Harvard-Belknap. \$30.

Strongly chauvinistic and frequently dull, Dwight's meticulously detailed travel account of his own region is always useful. Government, climate, topography, Indian tribes, industry, town and country, are outlined or fully explained in the first encyclopedic defense of America against European criticism. In many ways more comprehensive than Jefferson's earlier *Notes on the State of Virginia*, to which it should be compared, it is not nearly so well written.

*The Byrds of Virginia, an American Dynasty, 1670 to the Present.* Alden Hatch. Holt, Rinehart, and Winston. \$10.

Though a little marred by misspellings of proper names and a few errors, this is a well-written, and fair, account of a family deserving to be remembered with the Adamases of Massachusetts, the Pinckneys of South Carolina, and their fellow-Virginians, the Lees. It offers lengthy considerations of William Byrd II and the brothers Senator Harry and Admiral Richard of our century.

*The Golden Age of Piracy.* Hugh F. Rankin. Holt, Rinehart, and Winston for Colonial Williamsburg. \$4.95.

This seventh in a series of popular histories of the Chesapeake Bay region in the eighteenth century is an entertaining account of the pirates who infested Atlantic waters. Henry Morgan, Blackbeard, Stede Bonnet, and two notorious woman buccaneers are among the individuals whose exploits outraged colonial authorities. The book puts the whole business in perspective, dissolving many of the legendary misconceptions regarding piracy and privateering which have come down to us.

*Letters from Alabama, 1817-1822.* Anne Newport Royall. Edited by Lucille Griffith. Alabama. \$7.50.

This is a highly entertaining narration-description of the Old Southwest in the days of President Monroe. The first modern annotated segment of travel accounts of a writer too long forgotten.

# BIG BOTHER IS WATCHING YOU

(continued from page 4)

part of *Captain Kangaroo*, and they have recently filed a landmark petition with the FCC, asking it to amend its rules to bar advertisements in children's television programming.

John Banzhaf, a single citizen, decided to *do something* about cigarette advertisements on radio and television. He filed a "fairness complaint," demanding that broadcasters devote a significant amount of time to the anti-smoking point of view. He won. The American Cancer Society warnings we now see on television, advising us that cigarettes cause lung cancer and other diseases, are a direct result of Mr. Banzhaf's efforts.

Apart from informing yourself about your television bill of rights, or even seeking legal action, what else can you do? Involve yourself, directly, in television itself. No matter who you are, you have some expertise, some area of special knowledge, that might interest people. If, as it is said, every man has at least one novel in him, then every man has at least one television program in him. Whether you are an artist, an engineer, a lawyer, a teacher, an architect, or a scientist, you could talk your local television station into doing a short documentary or news-short or entertainment special using you as a "consultant." Why not? Television stations are starving for fresh, innovative, subjects. After all, they must fill hour upon hour of television space every day. They may welcome your ideas and your help.

You may have turned your back on television, but television has not made

that mistake. It knows who you are, what your income is, where you live, what you do, and what your programming tastes are—through daily telephone and mail surveys and personal interviews. Television may have written intellectuals off; but whatever your profession, interests, concerns and responsibilities, its programming just must be among your primary concerns. Big Bother has been watching you—and providing most of the "intellectual" stimulation for our nation. It's long past time we kept a closer eye on him.

## VISITING SCHOLARS, 1970-71

(continued from page 2)

### Paul L. MacKendrick

Professor of classics at the University of Wisconsin, Mr. MacKendrick did research at the American Academy of Rome in 1950 and at the same time took part in the excavation of the Roman colony ruins at Cosa, Italy. In recent summers he has continued his studies of the Romans as colonizers in Spain, Portugal, Germany, and France. He is the author of *The Roman Mind at Work*, *The Mute Stones Speak*, *The Greek Stones Speak*, *The Iberian Stones Speak*, and *The Athenian Aristocracy*.

### Philip Rhinelander

Professor Rhinelander began his teaching career at Harvard and is now professor of philosophy and humanities at Stanford University. He has written various articles on academic freedom, aims of general education, origins of student radicalism, and ethical presuppositions

of different types of radicalism. A former dean of the School of Humanities and Sciences at Stanford and the director of general education at Harvard, his special fields are ethics, philosophy of law, and history of ideas.

### Herman E. Spivey

Mr. Spivey is dean of the College of Arts & Sciences and professor of English at the University of Florida. Mr. Spivey has served on the faculty of the University of North Carolina, was head of the department of English and dean of the graduate school at the University of Kentucky and in 1960-68 was vice president of the University of Tennessee. A Fulbright lecturer in 1955 at the University of Rome, Mr. Spivey was sent to India the following year as a Smith-Mundt Lecturer. He is author of *Unfinished University Business*, and co-author of *The Meaning in Reading*.

### John William Ward

Presently professor of history and American studies at Amherst College, Mr. Ward has twice received a Guggenheim fellowship and was a Fulbright lecturer at the University of Reading, England. Professor Ward was historical consultant and a member of the advisory board on the twenty-volume documentary history, *Annals of America*. He is author of *Andrew Jackson: Symbol for an Age and Red, White, and Blue: Men, Books, and Ideas in American Culture*.

## the **KEY** reporter

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