

# the **KEY** reporter

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## Phi Beta Kappa Bicentennial Fellowships

On December 5, 1976, Phi Beta Kappa will have participated for two hundred years in the intellectual life of the United States. In recognition of that occasion the Society's United Chapters plan to sponsor a series of books, to appear before or during 1976, with the general title MAN THINKING IN AMERICA.

In order to find appropriate authors for these books—and to provide those authors free time for their research and writing—the Society will award a minimum of five Fellowships with stipends of \$20,000 each. The competition for these Fellowships will close on October 15, 1971. Application forms and further information may be obtained from Richard Schlatter, Phi Beta Kappa Bicentennial Fellowships, Provost's Office, Rutgers University, New Brunswick, New Jersey 08903.

The Bicentennial Commission of Phi Beta Kappa is looking for books of broad scope dealing with the cultural crisis of our time, and in particular, with the responsibilities of the intellectual in that crisis.

What is the essential nature of this revolutionary crisis? What perspectives will enable us to distinguish it most clearly, to separate the ephemeral from the probably enduring? What are the most promising directions, now and later?

The Commission hopes that the books will suggest the new attitudes, vocabularies, and methods needed to understand the present situation and to prescribe for the future. Ideally, each book will show, by treatment of some aspect of American institutions and culture, a path from the present disruption toward a rational future order.

## New Harvard Phi Beta Kappa Catalogue

*A Review by Irving Dilliard, Historian of the United Chapters*

The very first page of "Catalogue of the Harvard College Chapter of Phi Beta Kappa Alpha of Massachusetts" zips the calendar back to 1781—the year Cornwallis surrendered at Yorktown—and yet there are current meaning and application reiterated time and again over the long span of the Harvard Chapter's life. Open this crimson-backed book about midway. Alpha of Massachusetts has met in 1909 to hear Woodrow Wilson's oration, "The Spirit of Learning." That was nearly two-thirds of a century ago and Wilson appears as president of Princeton University on the way to the governorship in New Jersey and the presidency.

David T. W. McCord writes in his "essay on the orations and poems," that Woodrow Wilson came quickly to his point: "The mind does not live by instruction. It is no prolix gut to be stuffed. The real intellectual life of a body of undergraduates, if there be any, manifests itself, not in the classroom, but in what they do and talk of and set before themselves as their favorite objects between classes and lectures."

Six decades later, when colleges and universities throughout the land are reviewing their reason for being, their purposes and their procedures, the Wilson address to the Harvard Chapter comes through clear and calm and sure:

"The object of a liberal training is not learning, but discipline and the enlightenment of the mind. The educated man is to be discovered by his point of view, by the temper of his mind, by his attitude towards life and his fair way of thinking. He can see, he can discriminate, he can combine ideas and perceive whither they lead; he has insight and comprehension. His mind is a practiced instrument of appreciation. He is more apt to contribute light than heat to a discussion, and will oftener than another show the power of uniting the elements of a difficult subject in a whole view; he has the knowledge of

the world which no one can have who knows only his own generation or only his own task."

Then, almost as if he were speaking to the many campus committees that in 1971 are going over courses of study and administration - faculty - student relationships, Woodrow Wilson said what is as true now as it was then:

"What we should seek to impart in our colleges, therefore, is not so much learning itself as the spirit of learning. You can impart that to young men; and you can impart it to them in the three or four years at your disposal. It consists in the power to distinguish good reasoning from bad, in the power to digest and interpret evidence, in a habit of catholic observation and a preference for the non-partisan point of view, in an addiction to clear and logical processes of thought and yet an instinctive desire to interpret rather than to stick to the letter of the reasoning, in a taste for knowledge and a deep respect for the integrity of the human mind. It is citizenship of the world of knowledge, but not ownership of it."

This voice with its clear ring is only one of the scores that sound in the almost 400 pages of the Harvard Chapter's "Catalogue," printed near the close of 1970 by the Stinehour Press, Lunenburg, Vermont. David McCord, who himself wrote the 1938 poem, "The Dawn Stone," enjoyed by readers of the poet-editor's "A Star by Day" (1950), has assembled an annotated list of the orators and poets, and contributed "an essay on the orations and poems, with a handful of each."

In all the stretch from 1782 to 1968—a total of 186 years—there were 180 orators and 146 poets who appeared before the Harvard Chapter. About this list, David McCord writes: "The roster of orators and poets reads like an index to an abridged *Dictionary of American Biography*. Four Presidents of the United States shed lustre upon it. Most of the

*(please turn to page 4)*

# ALL SAIL and NO ANCHOR

by Allan M. Cartter, *Chancellor, New York University*

This is assuredly one of the strangest eras in the history of higher education. By every outward objective measure things have never been better than they have been over the last decade. No nation has ever educated such a large proportion of its populace up to the university level. Colleges and universities have never had such ample facilities and such highly trained faculties. The salaries of professors have climbed from their relatively low level in real terms in the early 1950s back to a position of reasonable eminence among the professions. Students are not only more numerous, but on balance they seem brighter and more questioning than ever before.

Yet, few among us this evening would deny that we are in troubled times. There is a pervasive sense of dis-ease, illustrated by our shaken self-confidence in our ability as a nation to serve as a model of compassion and justice. There is an uncertainty among college faculties about the appropriateness of traditional curricula and the procedures for reinforcing the learning process. A significant number of students, with a self-assurance typical of their years, have convinced themselves of the irrelevance of much of contemporary higher education and assert their claim to self-determination. In an age of rapidly expanding student and faculty participation in institutional decision-making there are more helmsmen than there are tillers. Like Lord Macaulay's description of constitutional popular democracy, it would not be entirely inaccurate to describe our current state as being "all sail and no anchor."

I do not wish to dispute the general course most colleges and universities are embarked upon today, for there is much in higher education that needs to be rethought and reconstituted. However, there is probably a greater lack of consensus today within higher education concerning both education and structure than has ever been true in the past. Student unrest is as much a symptom of this inner division as it is a causal factor. The seeming indecision with which some colleges and universities have responded to disruptions has also resulted largely from the lack of inner unanimity.

Until the post-World War II years colleges and universities tended to draw students from relatively homogeneous social and economic backgrounds. With the increasing pressure for college admissions

and a growing attitude among college faculties that scholastic aptitude should take precedence, social uniformity among students was replaced by greater uniformity of intellectual capacity. The most prestigious institutions took on an academic hothouse quality that initially was stimulating for the college professor, but was frequently frustrating for the student. Over the last several years, however, there has been a quiet revolution in admissions and financial aid policies; student and faculty pressures have led to an increasing intellectual as well as social heterogeneity among most student bodies. While such diversity has much to commend it, particularly in offsetting unearned privilege, it has created a less stable campus population for most institutions.

At the same time that student traditions, which had once added cohesion to the institution, were being sharply altered, a parallel change was taking place in the nature and composition of college faculties. The typical college professor of a generation ago was one who felt a certain dedication to education and the guidance of young men and women, or who desired the somewhat reclusive life of scholarly pursuit. The difficulties of achieving advanced degrees and the relatively poor remuneration of the college professor provided obstacles that discouraged all but the most determined.

Today a declining fraction of the nation's college professors would fit this description. The majority now teaching passed through graduate school when financial aid was more plentiful and both prestige and remuneration were in the ascendancy. Many approach their responsibilities in a much more pragmatic — even opportunistic — manner, and a substantial number treat teaching as just a job and are equally at home in government or industry. And at the youngest end of the spectrum a small but rapidly increasing number of new college teachers are choosing education because it is less Establishmentarian than most alternative occupations.

It would be too easy just to lament the gradual disappearance of the teacher who perceives education as a "calling." The scale of our national commitment to providing educational opportunities precludes reliance just upon that small number of truly dedicated teachers. And many who approach their task more pragmatically are effective teachers. It is not just that the representative college professor today feels less loyalty to his institution than to

his professional discipline — but that a declining proportion feel a strong commitment to teaching as a profession and to the preservation of a free and independent institutional environment.

I am constantly amazed how few voices among the faculty are raised to an even barely audible level to defend the traditional non-partisan position of their colleges and universities on external issues, although on reflection one sees many contributing causes to that silence. Since World War II members of the academic community have played a much more visible role in national affairs while on leave from their universities. Thus for people like McGeorge Bundy, Jerome Wiesner, Clifford Hardin, Glenn Seaborg, Bill McElroy — and many others, it is hard to tell where the line between partisan activist and non-partisan scholar begins and ends. Because so many distinguished individuals from the academic world commute across this line, it becomes increasingly difficult to clearly see the institutional difference between university and government — between education and politics. Add to this the fact that so many crucial issues that engage politicians today are matters of deep moral conscience — Vietnam, discrimination, abortion, poverty, pollution — issues which scholars and the clergy have traditionally felt were matters on which they must be free to speak out.

These two points only serve to illustrate the danger of a simplistic view of society. Constituency institutions, by contrast with autocratic hierarchical organizations, by their very nature do not speak with a single voice. A college President or a Dean or a faculty Senate cannot be considered to be a faithful representative of the institution in non-collegiate matters. Moreover, a college or university is dedicated to the diverse paths that may advance our assault upon the mountain of truth, and any enforced policy that claims a single position on non-academic matters subverts the true role of an institution of higher learning and imposes an unjustifiable burden on its members.

I believe it could also be argued persuasively that inflation is one of the most corrosive enemies of university integrity. Legislators understand expansion needs; expansion fits readily into a budget formula and additional places have the potential of additional votes. But a five percent salary increase to meet inflation is more difficult to rationalize, and a 10% increase to catch up with elusive A.A.U.P. decile ratings is almost beyond their ken. With each added percentage point, despite general increases in the cost of living, additional legislators become marginal, and a President or his university community can less and less afford the luxury

of controversiality. The situation is little different for a private university; the goodwill and support of alumni and independent philanthropists become increasingly critical as a function of the rate of inflation.

Inflation contributes to another development which tends to erode the integrity of academic communities. I have long been a friend of trade unions in their appropriate business setting, as my writings in economics would attest. However, I believe that collective bargaining in higher education, if it implies the traditional sanctions of labor relations, is antithetical to what a college or university should be. In most colleges and universities today faculty members have the principal initiatory power on hiring, retention, promotion and, frequently, salaries. The unionization now appearing in some public institutions and in several weak private universities will tend to polarize parties who must work cooperatively. The argument heard from some quarters that unions may be the best security against rising student power, community pressure groups, and the demands of ethnic minorities, is an admission of academic bankruptcy I cannot share.

Turning to an even more serious emerging issue, we have sailed along almost unchecked in the development of a dual public/private system of higher education that made sense fifty — or even twenty-five — years ago, but which is now showing signs of erosion and possible collapse. In the past, with a few notable exceptions, quality education was thought of as being the province of the private institutions. Today it is hard to find significant qualitative differences between the sectors, the differences are primarily in scale and in pricing philosophy. At least half a dozen state universities have larger endowments per student than my private university. In New York State, not only are educational expenditures per student higher in the state university centers than in the average private university, but the State Department of Education's index of physical plant shows the state institutions about one-third better provided for than the average private college or university. Eleven campuses of the free tuition City University, including four two-year community colleges, rank with Yale, Rockefeller and Wesleyan at the top of the A.A.U.P. faculty salary rankings. The ratings of graduate schools show an increasing number of state universities emerging as institutions of high quality. It is obvious that the old distinctions no longer apply.

While the educational system was rapidly expanding, attempting to keep up with rising demand, the internal stresses and

strains were minimized. In the late 1970s, however, when the college-age group will be no longer expanding, these problems will come to the forefront.

In another paper to A.A.A.S.,\* I attempted to project the future demand for college attendance and assess its implications for the market for scientific personnel. My findings suggest a need for serious reassessment of our institutional goals and national educational policy. By the latter part of the 1970s, we shall have nearly exhausted expansion possibilities for higher education due to rising high school completion, bringing ethnic university groups to full representation and providing formal post-secondary training to more than three-fourths of those who complete 12th grade. In the succeeding decade, we will experience a contraction of the 18-21 age group almost as rapid as was the expansion in the 1960s. For the next fifteen to twenty years there is likely to be a gradual and continuous decline in the demand for new college faculty. This may pose the problem for most major science disciplines of limiting the expansion of doctoral programs for a decade or more until the growth of non-academic demand counterbalances the decline in new college and university appointments. For the humanities fields, the adjustment process will be even more difficult, for the academic marketplace traditionally absorbs more than 90% of doctorate holders, and there are few alternative sources of employment. In the arts and humanities, however, much more than in the science fields, there is a somewhat greater possibility of effectively using the talents of Ph.D.'s to improve instructional quality in the smaller four-year, and the burgeoning two-year, colleges. This "job bumping" process may result in enrichment of teaching in such institutions, but the traditional research oriented Ph.D. may be a poor preparation for such a career.

But I fear a more critical problem will be the very survival of many private colleges and universities in an age where admission to college is no longer difficult to attain. Dr. Johnson wisely noted that "you cannot sell for a high price on one corner what is being given away down the street." I would predict that the dual system of higher education, if quality is to be pursued by both sectors, will not survive beyond the mid-point of the 1980s. The public/private division could become increasingly blurred by a gradual transition of private institutions to state-related status, as in Pennsylvania; by a direct State subsidy program to independent institutions to keep them independent, as in New York State today; by a State voucher system adopted concurrently with a move to full instructional cost pricing, by a vast expansion of State or Federal

scholarship funds in conjunction with a narrowing of the tuition differential; by a Federal formula support program for all institutions, along the lines of one of several bills perennially before the Congress; or by a move towards a comprehensive contingency loan (EdopBank) program, now rumored to be in the pilot planning stage for several schools with Yale's leadership.

Yet there are many encouraging signs that one could point to. Until the last several years by and large the academic scientific community has been caught up in their objective concern with science, and with the mechanics of its support. With some notable exceptions, scientists generally have shown less concern for the process of education, the governance of their institutions, and the role of their disciplines in society than have their humanist or behavioral colleagues. The reductions in Federal grant support (declining in real terms since 1965), the abrupt turnaround in aero-space and defense employment, and a declining academic demand for scientists, have served to awaken this sleeping giant and make it more consciously introspective. The behavioral scientists, who have been most responsive to student demands—and who perhaps stand to gain the most by today's swing of the pendulum towards currency and relevance — were more shaken than most by the events of last Spring. As one of my colleagues recently said to me, "It is just beginning to dawn on us: We might have bankrupted the University." The humanists in one of my colleges who voted to do away with all undergraduate distribution requirements in response to student pressure, only to find that all non-tenured faculty in several disciplines had to be given one year's notice, are likely to give more serious thought ahead of time to future proposals for curricular reform.

A major plus is that the vast majority of the young in this country today are fed up with discrimination. Though there are still isolated battles and personal skirmishes to be fought, on almost any campus today there is a congeniality among students from diverse ethnic and religious backgrounds that has never before existed (despite the shrill voices of small militant white and black groups).

I take as another favorable sign a new spirit of experimentation and innovation in educational form. The rediscovered merit of intellectual heterogeneity in one's student body has brought home the unnecessary rigidity of a four-year lock-step pattern of baccalaureate education. Why has it taken us a century and a half to rediscover a once common pattern of

*(continued on back cover)*

\* To be published in *Science* in March, 1971.

# HARVARD CATALOGUE

(continued from page 1)

nineteenth and twentieth century Presidents of Harvard lend it dignity, and their ranks are swelled by a President of Yale and a President of Johns Hopkins. It glows with the names of many of Harvard's beloved teachers, and is studded with the great figures of American and European scholarship. An acceptable history of American literature could be written, using only the biographies of writers who addressed the Society, though there would be one glaring gap, for the name of Mark Twain is unaccountably absent." But if Samuel L. Clemens is missing, seemingly everyone else of stature appeared in due course.

A list no less intriguing is that of the honorary members of the chapter who did not graduate from Harvard College. Here are some that suggest what the whole list is like: William Lloyd Garrison, Bret Harte, Henry James, William James, Bronson Alcott, E. L. Godkin, William Dean Howells, John Greenleaf Whittier, Louis D. Brandeis, Booker T. Washington, Vachel Lindsay, and Ralph Adams Cram. Incidentally, the year of the election of the Negro leader, Booker T. Washington, to honorary membership was 1904!

Still another shining list is that of the orators and poets and honorary members from overseas, names like: Sir Leslie Stephen, Sir Frederick Pollock, Lord James Bryce, Jean Jules Jusserand, Alfred Noyes, William McDougall, William L. Mackenzie King, Robert Bridges, Heinrich Bruening, Walter A. Gropius, Stephen Spender and W. H. Auden.

The annotation for the oration of Caleb Cushing, "On Reform," in 1839, records an early disparagement of Women's Lib: "An elaborate and eloquent oration of 1½ hour . . . He endeavoured to show what are the proper subjects of reform and what are the reasonable limitations. He dwelt particularly on the rights of women, and exhibited the extreme absurdity of certain modern Reformers who would make them in all respects equal with the other sex."

That description was taken by Editor McCord from the diary of the Rev. John Pierce, D.D., Harvard Class of 1793, a Congregational minister who attended Harvard commencements through 1848. Says McCord of Pierce's diary: "His notes are agreeably candid on the merits and demerits of the performers."

The most celebrated of all the orations before the Alpha of Massachusetts was, of course, that of Ralph Waldo Emerson,

delivered August 31, 1837, reprinted countless times and countless places under the title, "The American Scholar." Bliss Perry called it, "Emerson's Most Famous Speech."

After listening to it, the Rev. Dr. Pierce confided to his diary: "It was to me in the misty, dreamy, unintelligible style of Swedenborg, Coleridge, and Carlyle. He professed to have method; but I could not trace it, except in his own annunciation. It was well spoken, and all seemed to attend, but how many were in my own predicament of making little of it I have no means of ascertaining. Toward the close, and indeed in many parts of his discourse, he spoke severely of our dependence on British literature. Notwithstanding, I much question whether he himself would have written such an apparently incoherent and unintelligible address, had he not been familiar with the writings of the authors above named." Apparently what "The American Scholar" needed was perspective for later generations of readers have done anything but scale it down as Diarist Pierce did. As for the best-known poem read over the years, it undoubtedly is Holmes' "Old Ironsides" familiar to the proverbial schoolboy far and wide. Annotator McCord found no one who dismissed it as "unintelligible."

The first eleven pages of the book are devoted to listing the officers of the chapter from 1781 to 1966. Statisticians will be interested to know that the office which changed hands most often was that of recording secretary (for many years the first scholar of the class) and that the office which turned over with least frequency was that of treasurer, there being only eleven treasurers from 1797 through 1966. This was due in part to the fact that Henry Gardner Denny handled the chapter funds from 1869 to 1907!

The first election in 1779 included Joshua Barker of the class of 1772 and James Freeman, class of 1777. Three were taken from the class of 1778 and two from 1779. In recent years there have been as many as 125 elected. In addition to a complete catalogue of members through 1966, the book also contains the chapter's constitution and by-laws, as amended or otherwise changed during the 190 years.

The Harvard Chapter's catalogue is naturally unique. But many other chapters could produce volumes of their own that would be notable in many ways. What Alpha of Massachusetts has done provides an eloquent, handsome suggestion to many other chapters as Phi Beta Kappa approaches its two-hundredth anniversary in 1976.

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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, EARL W. COUNT,  
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LOUIS C. HUNTER, RICHARD BEALE DAVIS  
J. T. BALDWIN, JR., KIRTLEY F. MATHER

## FREDERICK B. ARTZ

*History of the Byzantine State.* George Ostrogorsky. Rutgers. \$15.

A new edition of the best single work on the Byzantine Empire.

*History of Byzantine Civilization.* H. W. Haussig. Praeger. \$22.50.

A valuable intellectual history.

*Frederick Barbarossa.* M. Pacaut. Scribner's. \$5.95.

A very readable account of the greatest of German medieval emperors.

*On the Medieval Origins of the Modern State.* Joseph R. Strayer. Princeton. \$5.

A brilliant and penetrating study.

*The Twelfth Century Renaissance.* Christopher Brooke. Harcourt Brace Jovanovich. \$6.95.

A series of excellent separate studies; not a comprehensive treatment; beautiful illustrations.

*Renaissance Florence.* G. Brucker. Wiley. \$3.95.

A fine introduction to a great subject.

*The Borgias.* M. Mallett. Barnes & Noble. \$10.

A well balanced study of a famous Renaissance family.

*Gold, Glory, and The Gospel.* Louis B. Wright. Atheneum. \$10.

A scholarly account of the great Renaissance age of discovery.

*Europe Unfolding, 1648-1688.* John Stoye. Harper & Row. \$7.95.

A fresh interpretation of an important period in European history.

*Culture and Society in 17th Century France.* David Maland. Scribner's. \$8.95.

The best non-political history of a golden age of French civilization.

*The Eighteenth Century.* A. Cobban and others. McGraw-Hill. \$30.

A magnificent survey of the eighteenth century, beautifully illustrated.

*English Life in the Eighteenth Century.* Roger Hart. Putnam's. \$4.95.

Discusses all aspects of life, copiously illustrated.

*The Intellectual Development of Voltaire.* Ira O. Wade. Princeton. \$20.

Now the best study of Voltaire in English.

*Frederick the Great.* Nancy Mitford. Harper & Row. \$15.

A lively and illuminating account of a great ruler; superb illustrations.

*The Nature of Revolution.* C. Beals Crowell. \$8.95.

A comparative study of revolutions since 1776.

## EARL W. COUNT

*East is a Big Bird: Navigation and Logic on Puluwat Atoll.* Thomas Gladwin. Harvard. \$9.95.

A problem: Why do the young of "poor" American families perform consistently less well throughout their schooling than those of the well-to-do? Perhaps, not because of defective cognition but by virtue of a background which poses different kinds of questions. Gladwin, anthropologist-and-navigator, settled among the elite of this Micronesian society — navigators — to query their logics in meeting their very exacting lifeway; his surmises was amply vindicated. — The Big Bird? Altair, prime point of the celestial horizon.

*Island in the Center of the World: New Light on Easter Island.* Father Sebastian Englert. Translated by William Mulloy. Scribner's. \$14.95.

Thirty-four years of this lone priest-scholar's self-petitioned exile produced this and other books to follow. A succinct and worthy sweep over the legendary arrival of these Polynesians, the culture they built, the great stone effigies with which they peopled the places they could not inhabit themselves, their cults — and then the old story that begins with the coming of whalers and slave-traders.

*People of the Dreamtime: The Australian Aborigines.* Douglass Baglin and David R. Moore. Walker/Weatherhill. \$12.95.

The ABC of an analogous though far longer story than the foregoing: from the old life, heavy with legend and ritual, through the said decades of the white man's intrusion, to the latter's current attempts to salvage a people though not their life-mode. The pictures are of country, people, art work; and that same, bespeaking face meets you as frontispiece, as interjected theme throughout, and as coda.

*Traditional Balinese Culture.* Jane Belo and others. Columbia. \$20.

A beauty-filled cosmos, before World War II, shaped Balinese personality and was shaped by it. A particularly treasureable anthology, from able and empathetic workers who knew each other there yet went their several ways.

*Folk Origins of Indian Art.* From the German of Curt Maury. Columbia. \$27.50.

Religion is the grain of Indian art, and it catches up very much that the sacred scriptures do not. Of course they relate to each other; nevertheless, the perduring well-spring of both is the folk-ethos: Aryan-Dravidian amalgam; intricate, many idiolects, a few pervading themes. The abundant photo-

graphs, color and half-tone, are the author's own making; text and picture well conjoined.

*The Prairie Potawatomi: Tradition and Ritual in the Twentieth Century.* Ruth Landes. Wisconsin. \$12.50.

They were shattered, ejected into a shabby land, and surrounded. Their cult-life, conservative while occasionally innovative and syncretic, keeps its tough social and personal power. See also Landes, TKR summer 1969, p. 7.

*The Tewa World: Space, Time, Being and Becoming in a Pueblo Society.* Alfonso Ortiz. Chicago. \$8.

A Tewa himself, and a professor of anthropology, knowledgeable, sensitive to the views and values of his people — no less writes in effective bridgment to the Western mind and its world-view. This is rare vintage.

*Modern Transformations of Moenkopi Pueblo.* Shuishi Nagata. Illinois. \$10.95.

An explant from Oraibi village, Moenkopi is not ancient; peculiarly exposed, formerly, to Navajo and to Mormons, latterly and increasingly to whatever be the Federal attitudes. It is now caught up into the wider "money-economy"; its familialism has altered accordingly, its prime political reality now is its adjustments to the sundry Government agencies. The author's Japanese antecedents undoubtedly account for his treatment of the changes as a process of history.

## Also Recommended:

*In the Eyes of the Ancestors: Belief and Behavior in a Mayan Community.* June Nash. Yale. \$12.50.

*South Indians on the Plantation Frontier in Malaya.* Ravindra K. Jain. Yale. \$17.50.

*The Politics of Untouchability: Social Mobility and Change in a City of India.* Owen M. Lynch. Columbia. \$10.

*Social Stratification in Africa.* Edited and part-authored by Arthur Tuden and Leonard Plotnicov. Free Press. \$7.95.

*The Winnebago Tribe.* Paul Radin. Nebraska. \$3.50.

A classic, reprinted from the 37th Annual Report, Bureau of American Ethnology 1923.

*The Raw and the Cooked: Introduction to a Science of Mythology, Vol. I.* Claude Lévi-Strauss. Translated by John and Doreen Weightman. Harper & Row. \$10.

*Claude Lévi-Strauss: The Anthropologist as Hero.* Edited by E. Nelson Hayes and Tanya Hayes. M.I.T. \$2.95.

French or English, he is hard to read and recalcitrant to the conversion; Sartre's most formidable antagonist; possibly anthropology's foremost living intellect. Don't begin your climb with this "Introduction" — this interpretation of myth-in-culture which must resort to the frame of musical genres to find itself adequate. (Cf. TKR summer 1963, winter 1966-7, winter 1967-8.) But take Hayes & Hayes with you, and go on. "In his seeming rejection of history and humanism, in his refusal to see Western civilization as privileged and unique, in his view of the human mind as programmed, in his emphasis on form over content, and in his insistence that the savage mind is not inferior to the civilized, Lévi-Strauss appeals to the deepest feelings among the alienated and disenchanting intellectuals of our society." (H. & H. p. vii).

## LAWRENCE H. CHAMBERLAIN

*Roosevelt and Morgenthau.* John Morton Blum. Houghton Mifflin. \$12.50.

*Roosevelt: The Soldier of Freedom.* James MacGregor Burns. Harcourt Brace Jovanovich. \$10.

Two major additions to the rapidly growing literature on FDR. From the nine hundred bound volumes of Henry Morgenthau's papers to the present volume—a formidable task of selection, condensation and exposition—Professor Blum has produced this fascinating work. The relationship between Morgenthau and his chief, never fully treated heretofore, comes through very clearly, shedding new light on both men. Morgenthau's plan for Germany receives detailed treatment.

*The Soldier of Freedom* completes Burns' two-volume biography of FDR. As in the first volume, *The Lion and the Fox* (1956), he has performed a feat of scholarship difficult to equal. His mastery of detail is so complete that his multidimensional text never bogs down or gets in the way of his story line. Some of the finest passages—interspersed with the narrative—occur when Burns pauses to describe, analyze and appraise Roosevelt's operational quirks. Students of administration will find here a sourcebook of practice that will violate every precept yet also leave no doubt that FDR's comprehension, capacity, and executive instinct provided a quality that no manual could ever match.

*The Crisis of Confidence.* Arthur M. Schlesinger, Jr. Houghton Mifflin. \$5.95.

Recurrent American social and psychological characteristics, the special problems of intellectuals, the metamorphosis of our foreign policy concepts and commitments, Vietnam, youthful alienation—the impact of all these upon our political life and the prospects before us. All of this might seem a bit too much for a single book but such is not the case. Everything here belongs and the composite is a probing, penetrating analysis that informs, illuminates and challenges both mind and spirit. Schlesinger has never written with greater clarity nor dealt with a more important topic.

*Politics of Social Research.* Ralph L. Beals. Aldine. \$6.95.

The importance of the physical sciences in the service of government during and since the second world war is well known. Less familiar to the general public is the unspectacular but very substantial contribution of the social sciences. Because of the nature of the social sciences their practitioners face special problems when they work for or are financed by government. This careful, cautious inquiry into the ethics and responsibilities of social scientists does not provide pat answers but it does contribute to a better understanding of the problem.

*Justice.* Richard Harris. Dutton. \$6.95.

The title of this book is misleading. The substance, much of which initially appeared in *The New Yorker* magazine, concerns the Department of Justice, under Ramsey Clark, during the 1969 transition and under John N. Mitchell. It is an ex parte account of the events recorded—so much so that its value as an objective chronicle is dubious—but it does provide a useful picture of two con-

trasting conceptions of law enforcement.

*The Adversaries.* William Rivers. Beacon. \$7.50.

Readers of William Rivers' *The Opinion Makers* will welcome *The Adversaries*. Less of an "inside story" than the earlier book, the present volume represents his attempt to design a working model for journalists in a democratic system. The title epitomizes his conception of the essential relationship between news media and government. Numerous case studies—protean yet always relevant—provide useful background for the prescriptions advanced.

*The Supreme Court and the Idea of Progress.* Alexander M. Bickel. Harper & Row. \$6.50.

A searching, frequently searing critique of the Warren Court's self-conscious crusade to promote equality—in education, representation, criminal justice, etc.—to compensate for inaction by the President and Congress. Students of constitutional law will find the analysis of individual cases absorbing, illuminating, phrased with a felicity rarely encountered in legal writing. The deeper concern here, however, embraces a fundamental issue inherent in our governmental system: the proper—and permissible—role of the Supreme Court as a policy-making organ.

## GUY A. CARDWELL

*Civilization: A Personal View.* Kenneth Clark. Harper & Row. \$15.

Popularization and broad generalization on a grand scale by a highly cultivated historian of the arts who is now known to thousands of American TV watchers. Illustrated.

*The Myth of the Golden Age in the Renaissance.* Harry Levin. Indiana. \$6.95.

Utopianism of all kinds (on the American side of the Atlantic, from the Idea of the Garden to neo-Freudianism and the New Left) is illuminated by this excellent study.

*Discriminations: Further Concepts of Criticism.* René Wellek. Yale. \$10.

*The Possibility of Criticism.* Monroe C. Beardsley. Wayne. \$5.95.

*The Stubborn Structure: Essays on Criticism and Society.* Northrop Frye. Cornell. \$8.50.

*Imaginations.* William Carlos Williams. Edited by Webster Schott. New Directions. \$10.

*The Collected Essays and Occasional Writings of Katherine Anne Porter.* Delacorte. \$12.50.

Wellek's collection deals mainly with literary theory. His fourteen essays are substantial, filled with historical and critical nuggets. Beardsley's small, firmly written book clarifies several problems that must have puzzled every teacher of literature and most readers. Much the same may be said of Frye's collection, except that agreement is likely to be less general: M. H. Abrams rightly ends laudatory remarks on the jacket by saying that these pieces "usually stimulate the reader most when he most disagrees with the writer's claims." The Williams volume brings together hard-to-come-by stories and essays (with some poems included) written between 1920 and 1932. When re-read in her new collection, Miss Porter's non-fictional prose seems sur-

prisingly thin, coy, and middle-class lady-like; but there are good things here, too, and bringing them together in one volume is a service.

*Acquainted with Grief.* Carlo Emilio Gadda. Translated by William Weaver. Braziller. \$6.95.

*Further Confessions of Zeno.* Italo Svevo. Translated by Ben Johnson and P. N. Burbank. California. \$5.95.

*City Life.* Donald Barthelme. Farrar, Straus & Giroux. \$5.95.

*Bech: A Book.* John Updike. Knopf. \$5.95. *Islands in the Stream.* Ernest Hemingway. Scribner's. \$10.

Even in translation the efflorescent, various prose of Gadda's tragi-comic novel marks him as a master; he is too little known in the United States. Svevo, the friend and in a sense the discovery of James Joyce, left an incomplete sequel to his *Confessions of Zeno*. A strange, talky, reminiscent book that compels fascinated involvement. Barthelme's short, modish fantasies are an acquired taste, but their eccentric brilliance has already produced a brood of imitators. Updike's seven stories of his hero, Bech, with appendices, make something like a novel. Intensely modern—that is to say, elegantly written, ironic, witty, and sad. The big novel salvaged from Hemingway's literary remains will please the nostalgic. Great weaknesses are lightly glossed over with vestiges of the old stylistic magic.

*The Grass of Oblivion.* Valentin Katayev. Translated by Robert Daglish. McGraw-Hill. \$5.95.

*Nathanael West: The Art of His Life.* Jay Martin. Farrar, Straus & Giroux. \$10.

*Zelda: A Biography.* Nancy Milford. Harper & Row. \$10.

*The Van Wyck Brooks Lewis Mumford Letters: The Record of a Literary Friendship, 1929-1963.* Dutton. \$12.95.

Katayev's very Russian memoir, filled with beauty and contemplative energy, contains among other things a remarkable portrait of Bunin. Neither Martin's life of West nor Mrs. Milford's biography of Zelda Fitzgerald is notable for its writing, but each is thorough and develops high interest by its exhibition of a combination of talent and waste in the life of its subject. Both Brooks and Mumford seem to have been afflicted by the Great Man disease, and they show traces of paranoia with respect to their neglect by America. In tone and style the letters too frequently resemble the poorer, faded epistles exchanged between William Dean Howells and Mark Twain; yet each man has his importance and his interest.

## Also Recommended:

*The Complete Works of Washington Irving.* Henry A. Pochmann, General Editor. *Journals and Notebooks, Vol. 1, 1803-1806.* Edited by Nathalia Wright. Wisconsin. \$17.50. *Journals and Notebooks, Vol. 3, 1819-1827.* Edited by Walter Reichart. \$17.50. *Mahomet and His Successors.* Edited by Henry A. Pochmann and E. W. Felt-skog. \$20.

*Samuel Beckett: His Works and His Critics.* Raymond Federman and John Fletcher. California. \$15.

*The Writings of William Gilmore Simms.* Centennial Edition. *Vol. 1, Voltmeier; or*

*the Mountain Men. Introduction and Notes* by Donald Davidson and Mary C. Simms Oliphant. Text established by James B. Meriwether. South Carolina. \$15.

#### LOUIS C. HUNTER

*A History of Technology and Invention, Vol. 1: The Origins of Technical Civilization. Vol. 2: The First Stages of Mechanization.* Edited by Maurice Daumas. Crown. \$10 each vol.

The first two of the planned four-volume survey are distinguished by breadth of coverage, the scholarly competence of the French contributors, the abundant and excellent illustrations and the modest price. A major contribution to the field.

*China at Work: An Illustrated Record of the Primitive Industries of China's Masses Whose Life is Toil, and Thus an Account of Chinese Civilization.* Rudolf Hommel. M.I.T. \$3.95.

A reprint of the long unavailable photographic record of the handicrafts and tools of China, based on the author's extended residence and travels during the 1920s. With a text that fully matches the excellence of the hundreds of photographs, *China at Work* provides an extraordinarily comprehensive and revealing view of a pre-industrial economy.

*The Myth of the Machine: The Pentagon of Power.* Lewis Mumford. Harcourt Brace Jovanovich. \$12.95.

The fourth volume of the series which began in 1934 with *Technics and Civilization* carries to its climax Mumford's interpretation of the role of technology in the evolution of Western culture, a trenchant indictment of the misuse of the machine. "I have taken life itself to be the primary phenomenon," runs his prefatory statement, "and creativity, rather than the 'conquest of nature,' as the ultimate criterion of man's biological and cultural success."

*The Children of Frankenstein: A Primer of Modern Technology and Human Values.* Herbert J. Muller. Indiana. \$10.

With Muller as with Mumford, the threat of technology and the need for its control and direction is the central theme: "... never has there been greater need of understanding, anticipating, judging and controlling change." "Meanwhile technology keeps plunging on in ignorance, in ways largely determined by economic expediency, with little regard for the basic nature and needs of man." Yet, "it is too easy to blame everything on technology. Our most serious problems are political and moral, strictly up to us." Muller's is the view of the optimistic skeptic, feeding neither our hopes nor our fears unduly but serving at least to bolster our sanity.

*The Fiscal Revolution in America.* Herbert Stein. Chicago. \$10.

This history of the rise and triumph of the 'new economics' from Hoover to Kennedy is comprehensive, detailed, clearly written. For the literate and interested public to whom it is addressed the *Fiscal Revolution* is an absorbing account of the interplay of political and economic forces. The age of economic 'laws' has long been defunct; that of political economy has at last attained its majority.

*Pentagon Capitalism: The Political Economy of War.* Seymour Melman. McGraw-Hill. \$8.50.

The evolution of the private enterprise system in the United States has presented the recurring problem of reconciling the extension of private power represented by the uneven distribution of wealth with the democratic dogma of political and social equality. Traditionally the danger has been seen primarily as the threat of excessive influence of vested economic interests upon the agencies and policies of government. Perhaps the most striking development since 1945 in the balance of economic power has been the emergence of the state itself, via the military establishment, as a direct and widely ranging force in the economy. The nature and extent of the Pentagon's power, the manner of its maintenance and exercise, the significance for national policies and ideology and the impact upon the social and economic conditions of the nation are examined in a powerful indictment of the military establishment and of its allies in the civilian economy and in Congress.

*The Interstate Commerce Omission: The Public Interest and the ICC.* The Ralph Nader Study Group Report on the Interstate Commerce Commission and Transportation. Robert C. Fellmeth, Project Director and Co-Author. Grossman. p. \$1.45.

This volume is one of the first products of the unique movement of investigation, exposure and reform which combines something of the passion of the progressive muckrakers of the early 1900s with a hardened sophistication in investigatory techniques applied to a major federal agency. The five investigators and co-authors are advanced students in leading law schools. A carefully documented and most timely study, concluding with fifteen pages of "Findings and Recommendations" and extensive appendices. The investigators have at last been investigated.

#### KIRTLEY F. MATHER

*The Invisible Pyramid.* Loren Eiseley. Scribner's. \$6.95.

One of the most respected of contemporary humanist-scientists meditates—and dreams—about man's place in the universe, his emergence from the past, and his destiny in the space-age; enlivened by personal reminiscence, enriched by metaphor, illumined by wisdom, it is a thought-inspiring book, delightful and rewarding to read.

*The Social Contract.* Robert Ardrey. Atheneum. \$10.

An admirable sequel to the author's *African Genesis* and *The Territorial Imperative* in which he makes an eloquent appeal for the reassessment of social views in the light of knowledge recently gained in the anthropological and biological sciences.

*The Decision to Go to the Moon.* John M. Logsdon. M.I.T. \$10.

The commitment to Project Apollo, made by President Kennedy in 1961, "initiated the largest single use of technological means to achieve a significant foreign policy goal in American history." How did the policymaking process operate and can something similar be applied to the new problems and opportunities presented by the rapidly changing technologies of the rest of the

twentieth century? Seeking answers to such questions, Professor Logsdon of The Catholic University of America gives us here the results of a thorough analysis and knowledgeable assessment of one of the most important decisions of our time.

*My Several Lives: Memoirs of a Social Inventor.* James B. Conant. Harper & Row. \$12.50.

The profuse, fully detailed, abundantly documented autobiography of the well-known chemist, university president, government scientist, diplomat, and educational researcher, in which one may find among many other things some extremely interesting inside information about the strategy and tactics of Harvard University, the work of scientists and technologists during World War II, and the political aspects of the post-war occupation of Germany.

*Environment: A Challenge to Modern Society.* Linton Keith Caldwell. Natural History/Doubleday. \$7.95.

*Man's Impact on the Global Environment.* A Report of the Study of Critical Environmental Problems (SCEP) M.I.T. \$2.95.

*Eleventh Hour: A Hard Look at Conservation and the Future.* Alexander B. Adams. Putnam's. \$7.95.

Amid the spate of books dealing with the rapidly changing relations between man and his terrestrial environment, here are three that should not be overlooked. Professor Caldwell, a political scientist at Indiana University, treats the politics of environmental policy. The SCEP report is the result of a joint enterprise in which many competent persons were mobilized in seven "work groups" under the overall direction of Caroll L. Wilson, Professor of Management at M.I.T.; it is crammed with data concerning all phases of its subject, from climatic effects through industrial products and pollutants to energy products, and contains numerous, carefully reasoned recommendations for further research and prompt action. In the third book, one of the best known activists in the conservation movement surveys several of the successes—and failures—of recent efforts to preserve environmental quality in areas of dangerous encroachment, ranging widely from the Florida Everglades to the coasts of Oregon.

*Satellites and Probes.* Mitchell R. Sharpe. Doubleday. \$5.95.

Illustrated with color photographs and well-executed line drawings, this factual account of the development of unmanned spaceflight is designed for the general reader to whom it brings a trustworthy and broadly inclusive record of the remarkable achievements of this phase of space technology since the first sputnik orbited the earth in 1957.

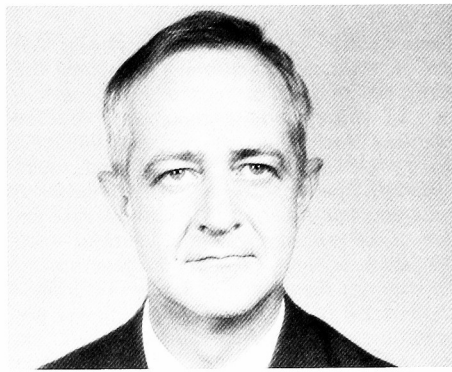
*Arms Beyond Doubt.* Ralph E. Lapp. Cowles. \$5.95.

Again, Ralph Lapp has brought us up to date concerning the arms race, citing statistical data, official documents, and the statements of government officials and knowledgeable nuclear engineers and political scientists to drive home the thought that the continuing escalation of armaments has led to what he calls "the tyranny of weapons technology."

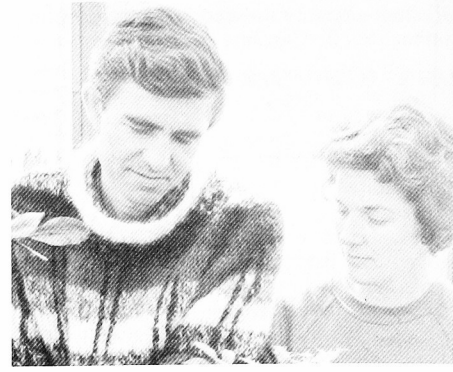
# 1970 PHI BETA KAPPA BOOK AWARDS



Rollo May



Walter Jackson Bate



John and Mildred Teal

Phi Beta Kappa awarded its three annual prizes of \$2500 each for outstanding books at the annual meeting of the Senate in December. Rollo May received the 1970 Ralph Waldo Emerson Award for *Love and Will*, published by W. W. Norton, an unusual synthesis of psychiatry, sociology and moral insight, analyzing the apathetic malaise of modern man. The Christian Gauss Award in literary criticism was given to Walter Jackson Bate for *The Burden of the Past and the English Poet*, published by the Harvard University Press, a work discussing the problems of literary creativity in the eighteenth century and their contemporary significance. The Science Award was made to John and Mildred Teal for *The Life and Death of a Salt Marsh*, published by Atlantic-Little, Brown, in which the young scientist-writer team deal with a wide variety of urgent ecological topics.

## ALL SAIL and NO ANCHOR

(continued from page 3)

liberal education now announced to the world as the "University Without Walls"?

You may believe that I am prescribing for higher education a situation that is closer to "all sail and no boat," but I think not. I see the traditional college and university performing the same functions it has performed in the past for 80% of the undergraduates, at least 80% of the time, and for perhaps 90% of graduate students 90% of the time. I envision it doing a better job in a more serious fashion than is true on many campuses today, and I picture the faculty members finding new and more effective ways of teaching. To

be successful, however, I believe that we must give new life to the meaning of an academic community. A liberal education ought not be just a balanced diet of illiberal courses taught by a variety of specialists. Scale is also an obvious enemy of the sense of community; attempts to create cluster or satellite colleges within a large university is one device for overcoming this liability, more important I suspect for the faculty than for the students.

Perhaps our greatest obstacle, however, will be the gradual reduction in the proportion of young faculty in the system over the next two decades. In my A.A.A.S. paper I have urged consideration of an earlier retirement age in the future, perhaps 64, or even 62, with some options

for continuance for the distinguished teacher/scholar—and of an extended tenure period. Current inflexible rules discourage innovation and may rob the system of a vitality which junior faculty bring to the academic enterprise.

Several years ago President Brewster of Yale, in a somewhat different context, forcefully stated that: "Disengagement, bordering on indifference, is a greater threat . . . than is the shrill cry of protest sometimes bent more on exhibitionism and destruction than on construction." For several years we have focused too narrowly on the immediate campus sins of commission, ignoring the more lasting sins of omission. With the visible storm warnings, we cannot afford to sail before the wind.

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