

# the **KEY** reporter

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## PHI BETA KAPPA HONORS 1973 BOOK AWARD WINNERS

Three \$2,500 prizes for outstanding books published during 1972-73 were awarded by the Phi Beta Kappa Senate during its December meeting. The books chosen represent significant contributions to learning in three areas of humanistic scholarship.

The Christian Gauss Award in literary scholarship and criticism went to Gwyn Jones for *Kings, Beasts and Heroes*, published by Oxford University Press. Barrington Moore, Jr. received the Ralph Waldo Emerson Award for *Reflections on the Causes of Human Misery and upon Certain Proposals to Eliminate Them*, published by Beacon Press. The Emerson Award is made for studies of the intellectual and cultural condition of man. Winner of the Phi Beta Kappa Award in Science was Herman H. Goldstine for *The Computer from Pascal to von Neumann*, published by Princeton University Press.

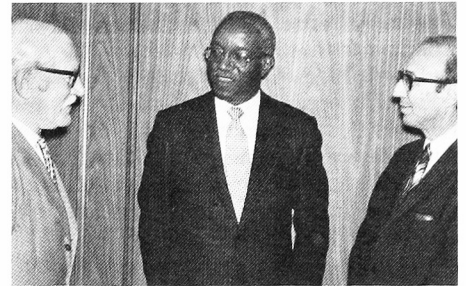
Mr. Jones' book was praised by all members of the Gauss award committee. As one reader wrote, *Kings, Beasts and Heroes* "is distinguished by its steady focus upon literary values so that one finishes it with a heightened awareness of the heroic themes . . . The book illuminates many aspects of medieval life as well as its literary culture, and it is written with a joyous mastery of style that makes it a delight."

Gwyn Jones is Professor of English Language and Literature at the University College, Cardiff. He was for eleven years a member of the Arts Council of Great Britain and Chairman of the Welsh Arts Council, and is a past president of the Viking Society for Northern Research. Mr. Jones' earlier works include books on Scandinavian and Welsh legends and folktales.

Barrington Moore, Jr., winner of this year's Emerson Award, is associated with the Russian Research Center at Harvard University. In choosing his *Reflections on the Causes of Human Misery*, one member of the award committee noted, "It may well be the most scholarly and relatively non-ideological discussion to come out of the recent political crisis of the U.S.A." Another reader remarked: "Moore brings all his remarkable scholarship and his disillusioned, but passionate, intelligence to bear on the problems suggested by his title and most particularly on the recent radical analyses of them. Mr. Moore is the author of several books, including *Social Origins of Dictatorship and Democracy*.

Herman Goldstine, recipient of the Science Award, was instrumental in the development of the modern electronic digital computer; his book combines history and scientific autobiography in an account of the momentous events leading up to present day computer technology. One committee member noted: "It is one of the first books to deal adequately with the development of computers with proper emphasis on their scientific heritage." Another reader remarked: "It is so comprehensive an account that anyone concerned with the field will need to refer to it."

Mr. Goldstine began his scientific career as a mathematician, and took his Ph.D. at the University of Chicago. After collaborating with John von Neumann at the Institute for Advanced Study, where he spent more than ten years, he joined the research staff at IBM; since 1969 he has been an IBM Fellow.



President John Hope Franklin (center) chats with Gauss Award winner Gwyn Jones (left) and Science Award winner Herman H. Goldstine (right).



Former Phi Beta Kappa president Rosemary Park (right) and Senator John T. Noonan, Jr. (center) welcome incoming Senator J. D. Williams.



United Chapters vice-president Robert M. Lumiansky (right) meets Gwyn Jones and André von Gronicka, chairman of the Gauss Award committee.

# UNIVERSITY AND POLICY

by Adam B. Ulam

I was leafing recently thorough a volume of Soviet *samizdat*. Now, *samizdat* corresponds to what in this country would be called "underground press," except its circulation and printing can and often does have unpleasant consequences for people caught doing it. Also, because I suppose Russia is less advanced industrially and in "consumerism" than the US, *samizdat*, unlike the underground press here, does not concentrate on only one area of human activity, does not carry playful advertisements, drawings, and photographs, and is by our current standards remarkably stodgy in its vocabulary. But it represents what in terms of the surrounding society is considered dissent, political protest, and it prints literary works which cannot be published because their political or artistic theme or what have you is not approved by the regime.

The story I will take up is one of Valeria Mikhailovna Gerlin, a teacher of literature in a Moscow high school. This woman, at the time of the incident, was forty years old and had something of a past. In the thirties her father was shot on political charges but after Stalin's death was, like many others, rehabilitated. Her mother was sent to a camp for eight years, which was the normal penalty law for wives of "enemies of the people." And not surprisingly, the daughter upon reaching her maturity was also sent to a camp and released only after 1953. Not a very unusual Soviet story. But in 1968 Valeria Mikhailovna, rather than to bask in her freedom and obscurity, chose to join a political protest, to be sure, not a very drastic one. She and a number of other individuals signed a letter to Premier Kosygin and the Attorney General of the USSR protesting the circumstances of the trial of two literary dissidents, Sinyavski and Daniel. They withheld any judgments as to the two writers' guilt or innocence. All they protested was the fact that in violation of the Constitution of the Soviet Union the trial was not a public one. That is all. But, of course, there were consequences. V. M. Gerlin was fired from her job.

No, this was not done through an administrative fiat. Gerlin's case was brought before her branch of the Teachers' Union. Here several speakers berated her for her scandalous anti-Soviet act and finally the assembly of her colleagues and co-workers, by a vote of 37 to 5, excluded Gerlin from the Union, which, of course, meant the loss of her position and inability in the future to practice her profession. The main line in the accusatory speeches drew on her interceding on behalf of convicted criminals. Thus one lady teacher exclaimed: "How can you observe the law when dealing with (anti-Soviet) criminals, one would have to acquit them all."

But I want to dwell on another feature of this debate-inquisition for it brings us closer to my announced topic. Not even her worst assailants could find any evidence that Gerlin propagandized her students, imparted to them any criticism of the regime. She was, they all admitted, a very devoted teacher whose approach to her subject was thoroughly apolitical. Ah, but there was precisely the rub. Her devotion to and skill in unfolding the beauties of Russian literature to her pupils was so great, that entranced by them the students tended to become oblivious of the political and social problems of the day. Thus one of Gerlin's accusers bewailed that before, no one in the school heard or talked about authors like Akhmatova, Yesenin or Gumilev. But now, obviously under the baneful influence of

Gerlin, students would eagerly read their decadent poetry. And since the state publishing houses would very wisely print but limited editions of their works, the students resorted to copying poems themselves, sometimes even, if you please, on school typewriters. In their intoxication with poetry, young people ignored great issues of the day. On the fiftieth anniversary of the Revolution the school newspaper mentioned the momentous occasion only in the editorial while the rest of the paper was filled out with poetry, all of it of the noxious "art for art's sake" type. Here there was a meeting of the Moscow Party Committee — not a word about it in the paper. When the loyal pedagogue queried student editors as to how they could pass without a word such an important event, they replied wearily that one read enough about it in *Pravda*.

In addition to her anti-Soviet act in signing a letter on behalf of legality, Mrs. Gerlin was now unmasked as a person who believed that the teacher's sole function is to promote learning, in her case, to teach the great literature of Russia without regard for its social and political consequences. Obviously she was not fit to be entrusted with the upbringing of Soviet children.

What makes the case of special interest to us is the fact that Mrs. Gerlin drew a very sharp line between her duty as a citizen and her duty as a teacher. You might retort that the mere fact of teaching the kind of literature which, while not banned, is frowned upon by the authorities is a *covert* political protest. Perhaps. But I prefer to think along with one of the discussants-accusers, and in his mouth it was far from being meant as a compliment, that Valeria Makhailovna "was in many respects apolitical." She stood for culture and learning, for the proposition that the world of poetry, the realm of education was separate from the world of politics. Not more important, mind you, but separate. As a citizen, you sign a protest and lay your job on the line, and indeed, your freedom. As a teacher and student, you become engrossed in Akhmatova.

This is a lesson which we badly need in America, especially in our colleges and schools. You might well feel that such warnings are as of now anachronistic. Haven't we done with the students' protests and seizures, with the teach-ins? Don't we now, as indeed bewail some of my colleagues who used to orate before large crowds about the evils of American imperialism and are constrained again to teach small groups about molecular biology and Melville, live in an era of student apathy? But precisely, apathy and the zeal for relevance are two sides of the same coin. The editors of this Moscow high school paper, who said that there is no point in writing about politics because one reads enough about them in national journals, expressed a great truth which ought to be absorbed by American apostles of relevance in education, be they radicals or conservatives, cunning administrators who put teenagers on boards of education or proponents of socialism. The Chinese Cultural Revolution which began at the same time as ours also has come to an end. And it is my private suspicion as a non-expert on China that one of the reasons was that some of the Red Guards decided that the thoughts of Comrade Mao, while noble and elevating, were a bit on the platitudinous and dull side.

But while you cannot with impunity bore all the people all of the time, you can still destroy the majority's enjoyment and discrimination when it comes to culture, impair that vital distinction between intellectual values and social imperatives which is a necessary ingredient not only of every true civilization but also of a healthy democracy. The most frightening aspect of the Gerlin case is that most of her fellow educators sincerely felt that she did fail by being, when in the classroom, just a teacher. Yes, said a critic, she gives excellent lectures, she is a cultured and erudite person, but what was the net effect of her teaching on the political consciousness of her class? And

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Professor Ulam, director of the Russian Research Center of Harvard University and author of *Stalin, The Man and His Era*, gave this talk before the chapter at Brown University, June 3, 1973.



on the other side of the barrier, some of Russia's dissenters would also be displeased with her behavior. Wasn't she, after all, coopted by the system which had destroyed her father and mother? Why didn't she try to stir up her students politically if she was determined to be a martyr in any case?

It will not be difficult for you to translate such arguments into the current American educational idiom. Nobody here is being punished or ostracized for teaching poetry. But in many places there is the feeling that teaching of poetry or any other of the "traditional" subjects in a "traditional" way is not enough. Shouldn't the teacher be also an "innovationist," a "communicator," would it not be prudent to have people on the faculty who while not top rate on poetry or biology, are strong on "relevance" and thus persuade the student body that their institution is not a mere branch of the Establishment but fights courageously for social change.

The educational, or what I prefer to call the cultural, crisis in this country thus continues, because its main cause has been not any rebellion of the young, but the befuddlement of the middle-aged. The main danger to our universities has come not from the so-called student disorders but from the American university's moving away — and the beginning of this shift antedates these disorders — from its original and basic purposes. Until some fifteen years ago those who ran our education felt no need to question or to apologize for the assumption that the university can best promote democracy and combat inequality and intolerance by diffusing knowledge, that it advances general welfare by training competent specialists, that it contributes to desirable social change by the very process of enlarging its students' horizons and furnishing their minds with information about their country and the world, in other words, by being an institution of learning, by teaching and not indoctrinating, by producing enlightenment and reflection, and not policies or agitation. It is instructive to recall that, if this concept of the university came under attack, it was mostly from the conservative who objected to our schools being neutral on social and political issues, and from the reactionary who felt the mere propagation of knowledge to be unimportant in comparison with what should be the main function of the college, namely the moral and religious upbringing of its students. Conversely, it was the liberal who demanded that the school be free not only of the government, but of the religious and political passions of the day, not because it is or ought to be more virtuous than the surrounding community or immune to its laws, but because otherwise it could not do its proper job.

I think you will agree that this picture has drastically changed. Almost everybody believes, or what is worse, pretends to believe that our universities and schools in general should do more than just teach and advance learning. To be sure, as to what that "more" should be, there is a considerable disagreement. Should the school teach its charges about life? If so, how? Should education be a tool of social change? But then of what kind: "constructive" or "radical"? As usual, when we don't know the answers, or more properly, where there can be no answers to meaningless questions, we form committees and hire additional administrators. They are all over the land restructuring and redefining purposes, drafting questionnaires and memoranda, negotiating with each other, investigating investments and administrative practices, and being in turn investigated by the HEW. A naive person might have supposed that with the virtual disappearance of regulations concerning student life, etc., our schools would need fewer administrators and thus the badly needed additional money would flow for such purposes as scholarships, salaries, and books. I do not want you to infer that I consider the period of 1945-1960 to have been a golden age of American higher education. No, too many schools still had not entirely shed  
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Carl Billman, Executive Secretary of the United Chapters of Phi Beta Kappa for over twenty-six years, died on January 26 at his birthplace in Winchester, Massachusetts after a brief illness. He is survived by his mother, Mrs. Christopher Billman, 5 Lewis Road, Winchester, and by his brothers George and Russell. Private services were held in Winchester.

Born in 1913, he was elected to Phi Beta Kappa at Harvard in 1935. There he earned both the B.A. and M.A. degrees in history, and taught that subject at Harvard and at St. Mark's School. In September 1946 he was engaged as Assistant Secretary of the United Chapters, and upon the resignation of Secretary George A. Works in April 1947 he served as Acting Secretary until the December 1947 meeting of the Senate, when he was elected to the Secretaryship.

Early in that period the headquarters of the Society were shifted to two different locations in New York City and to another temporary site at Williamsburg while plans were going slowly forward for a permanent location in Washington, D.C. Secretary Billman not only overcame the stresses and inconveniences of these dislocations of an operating base but also contributed significantly to the completion, in 1955, of arrangements for establishing the new home at 1811 Q Street.

During his term of office the Society saw its greatest period of growth, both in number of chapters (from 141 to 214) and in total membership (from 119,000 to over 250,000). Yet organizational expansion was by no means the main focus of his interest. His chief concern was for the encouragement of higher standards of excellence for colleges and universities through the promotion of humanistic learning. Phi Beta Kappa fostered these purposes especially by several developments to which he gave much attention: the continuously successful publication of the *American Scholar*; the remarkably effective Visiting Scholar program; the establishment of the Phi Beta Kappa annual Book Awards; and the expanded activities of the Senate Committee on Qualifications. All depended largely upon capable and efficient staff coordination and cooperation. Mr. Billman's ability to command respect and loyalty from his office force was noteworthy. The particularly complex duties of the Committee on Qualifications imposed heavy demands upon him; but he performed his tasks admirably, with skill, energy, tact, and gentle patience.

His friends were pleased and even his habitual modesty could not conceal his own surprise and pleasure at two recent events. One was the conferring of the honorary degree of Doctor of Laws by Davidson College; the other, on the twenty-fifth anniversary of his secretaryship, the presentation, on behalf of the Senate, of a gold watch and a ceremonial citation by President Rosemary Park.

A valued member of his staff has lately said, "Those who had the good fortune to work with him knew how Mr. Billman matched a demanding standard of excellence with unusual consideration for others. We shall try to continue that tradition." A further testimony of his considerate loyalty to the Society is the fact that he named as one of his beneficiaries the Phi Beta Kappa Foundation. The loss of Carl Billman will be mourned wherever the influence of Phi Beta Kappa is felt. A memorial fund has been set up in his name. Contributions may be made to the United Chapters.

Mrs. Evelyn Greenberg, a staff associate of Mr. Billman for a number of years, has been appointed Acting Secretary.

—Frederick Hard

# TEACHING AND TEACHERS: A PERSPECTIVE

by Arleigh D. Richardson, III

For the past five years the National Humanities Faculty has worked with schools and school systems across the country to improve instruction in the humanities. Initially, the project was sponsored by the United Chapters of Phi Beta Kappa, the American Council of Learned Societies, and the American Council on Education. On September 1, 1973 that relationship ended; the NHF is now NHF, Inc., a fully independent not-for-profit educational corporation funded primarily by the National Endowment for the Humanities. We would like to take this opportunity to report on what we and the some 250 Faculty who have served in NHF projects have found to be the condition of the American teacher and instruction in the humanities.

To speak first in a positive vein, there is little doubt that teachers in this country remain committed to and concerned about their students. As Burton Raffel of the University of Toronto reported:

When an NHF visit goes fairly well it is a totally exhausting and fulfilling experience. One ends up with enormous respect for those teachers who have been able to cope with the incredible demands on time and energy made by high school teaching and still retain some intellectual curiosity and vitality as well as a deep concern and affection for students. In almost every school I have visited I have met at least one or two such people and they revitalize one's faith in education as a great human enterprise.

Inherent in this apparently positive statement are the realities that have made necessary the work of the NHF and which continue to plague the lives of most teachers: "the incredible demands on time and energy"; "still retain *some* intellectual curiosity"; and "one or two such people." From the perspective of NHF work, the teacher's lack of time means something more than Johnny's papers receiving less than thoughtful correction. The teacher's lack of a real knowledge base means more than Jane's never hearing of the Congress of Vienna. And the teacher's lack of confidence means more than the same old tattered text being used once again.

We at the NHF know that teachers have no time to plan adequately. There is no time to confer on matters of substance with teachers in their own departments let alone in other disciplines for both curricular and personal enrichment. There is no time to generate the critical mass necessary for thoughtful educational change; and indeed, little time even to develop applications for the assistance offered by the NHF and others which teachers know they need.

And the lack of time leads inexorably to another significant deficiency: the lack of content control, the lack of a substantial knowledge base within, let alone beyond, their own discipline. No time and decreased funds mean less conference attendance, less outside reading, and less outside educational experience. Teachers know neither how to select optimally nor to arrange effectively the content of their courses. Thus they are lured by the snake oil cures of gimmicks and strategies, poorly understood and of varying worth.

The third significant element in what has been referred to as teacher frustration is lack of confidence. The above two factors alone would be sufficient cause for most individuals to feel lacking in confidence. There is also the community push for accountability which is interpreted as "You're not doing your job well" and, more often than not, without any sense that what is discovered through evaluation for accountability can be helpful.

Teacher confidence is further eroded by the fact that others can and do create curriculum materials which appear to be better than anything they can do. That this material (attractively packaged and sold at prices that demand greater respect than the teachers themselves generate) may in fact be better in general, but not be better for specific teachers and classes goes largely unnoticed. Teachers, bereft of adequate time, knowledge, and confidence, use the material hot out of the box, thus working with the "stuff" of the humanities at one more remove. The teacher hides his own humanness from his students behind machines, recorded messages, and flashed images. As William Bennett of Boston University puts it, he becomes "physically absent."

And additionally teachers are confused by the very nature of their role. Are they scholars helping their students to develop skills and background necessary for a lifetime of continued and thoughtful learning? Or are they to be a friend and confidant, spiritual leader and guru? Are they facilitators of learning or co-learners? Contradictory answers abound.

Seen in another light, these confusions may be reduced to the recognition that teachers inherently have power and yet have grown to fear the exercise of authority lest it be confused either by themselves *or by their students* as authoritarianism. By refusing authority, they refuse responsibility thus further degrading in their own eyes both themselves and their profession. They become, to

cite William Bennett again, "spiritually absent" which united with the "physical" absence already noted leaves precious little for even the most dedicated students to use as a role model.

Bearing this confusion and frustration in mind, is there little wonder, that beneath the verbiage used by schools applying to the NHF for assistance, there is most often and most clearly heard a voice crying "Help." That teachers are able to articulate that cry in a formal application requiring the existence of a team of teachers committed to an intellectual project with administrative guarantees of released time is a tribute in itself to the vitality of the will to learn and grow.

Teachers affiliated with the NHF are guaranteed released time to think, to plan, and to work with Faculty. The lack of a substantial knowledge is alleviated partially through a number of active three- and four-day working sessions at the schools with some of the most eminent humanists in the country. And more importantly, this contact re-stimulates a desire to learn and to know more. Established lines of communication both with visiting Faculty and with the NHF continually renew this stimulation and soon the no longer "jaded teacher" is contacting local resources, nearby colleges and universities as well as museums, regional labs, and consortia, agencies and societies of great variety. Teachers begin again to define their role as educators. They begin to replace their "physical and spiritual absence" with a presence in which they can take pride. And they begin to act as catalysts of learning both among their students and among their peers.

Affiliation with the NHF does not work miracles. Seen from the point of view of the teachers involved, not all have been transformed. And seen from the point of view of curriculum, there are many steps that should have been taken that have been passed by. But happily, NHF impact does show.

There is the case of a teacher who participated in the NHF project with the Contra Costa County (CA) School District in 1968 who later became superintendent of schools in Salt Lake City and who is now attempting to generate a project there. Or that of the McAllen (TX) project a year later (1969) where NHF work led to the development of a tenth grade course entitled "The Development of Western Thought" and much enthusiasm for a system-wide humanities program for grades 9 through 12. The fervor then apparently died only to re-emerge this year with completed syllabi for an integrated humanities program at these grade levels. Or, to take another example, there

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# reading *recommended by the book committee*

## humanities

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

## social sciences

EARL W. COUNT, RICHARD BEALE DAVIS,  
LEONARD W. DOOB, ANDREW GYORGY,  
MADELINE R. ROBINTON, VICTORIA SCHUCK

## natural sciences

J. T. BALDWIN, JR., KIRTLEY F. MATHER

### VICTORIA SCHUCK

*Databanks in a Free Society: Computers, Record-Keeping and Privacy.* Alan F. Westin and Michael A. Baker. Quadrangle. \$12.50. *Records, Computers and the Rights of Citizens.* Report of the Secretary's Advisory Committee on Automated Personal Data Systems, U.S. Department of Health, Education and Welfare. U.S. Government Printing Office. \$2.35. *Private Lives and Public Surveillance.* James B. Rule. Allen Lane. £3.50.

Popular apprehension that personal data-record keeping by computer threatens constitutional guarantees of privacy and due process and portends a mass surveillance system of Orwellian proportions has led to a spate of books and reports. Among these, three are notable. Westin and Baker's vast empirical study conducted by the Project on Computer Databanks of the National Academy of Sciences concentrates on the civil liberties aspects of record-keeping by some 55 public and private organizations, but relatively few recommendations emerge. In contrast, HEW's literate report (what epigraphs!) views dangers of automated systems to the society and urges immediate administrative action and congressional enactment of a Code of Fair Information Practice to prevent abuses. Rule extends the issue of data banks to Britain and assesses the social context of mass surveillance and control.

*The Imperial Presidency.* Arthur M. Schlesinger, Jr. Houghton Mifflin. \$10. *The Living Presidency: The Resources and Dilemmas of the American Presidential Office.* Emmet John Hughes. Coward, McCann & Geoghegan. \$10.50.

Two books provide perspective on the totality of "Watergate." Schlesinger's provocative explanation of the present constitutional crisis rests on the thesis that congressional impotence and executive usurpation of foreign-affairs and war-making powers in the 1940s and '50s now heads the Presidency toward unwarranted centralization of domestic power. He calls for a strong Presidency but a reestablishment of "comity" with Congress. Hughes' widely researched, beautifully written historical analysis of the Presidency interweaves personalities and events to reflect the ambiguities and paradoxes of the institution. There is absorbing commentary on the Cabinet, White House staff, the bureaucracy, and conflicts with Congress.

*The Great Reversals, Tales of the Supreme*

*Court.* Morris L. Ernst. Weybright and Talley. \$7.95.

From the 100 cases in which the Supreme has reversed itself since the first time in 1810, a civil libertarian lawyer presents a fast-moving narrative of significant about-faces for the general reader, against a backdrop of justices, contending attorneys, and dramatic court scenes.

*Impeachment: The Constitutional Problems.* Raoul Berger. Harvard. \$14.95.

An engrossing and *ex cathedra* history of impeachment from English origins to present-day questions in the United States. The author's contention that the impeachment of Andrew Johnson was a misuse of the process is open to debate.

*Lyndon.* Richard Harwood and Haynes Johnson. Praeger. \$6.95.

A sympathetic biography by two *Washington Post* journalists from unpublished *Post* files of private meetings and off-the-record conversations with the late President. The book portrays his ebullience and despair, his generosity and vulgarities, his triumphs and failures — the private and real L.B.J.

### GUY A. CARDWELL

*A Commentary on the Dresden Codex.* J. Eric S. Thompson. American Philosophical Society. \$25.

A reproduction with commentary and, where possible, translation of the finest of the three surviving Mayan pre-Colombian codices. The last volume of an expert trilogy on Mayan hieroglyphic writing.

*The Rohan Master: A Book of Hours.* Introduction by Millard Meiss. Introduction and commentary by Marcel Thomas. Braziller. \$45.

The eighth of a series of magnificent facsimiles of illuminated medieval manuscripts. Bold color and strong rhythms mark the expressionist style of the chief illuminator.

*The Absolute Bourgeois: Artists and Politics in France, 1848-1851.* T. J. Clark. New York Graphic Society. \$15.

*Image of the People: Gustave Courbet and the Second French Republic, 1848-1851.* T. J. Clark. New York Graphic Society. \$15. These companion volumes illustrate some of the complex relationships between the artist and his public, between images in painting and social or political issues. Interesting for method and content.

*Poems of Akhmatova.* Selected, translated, and introduced by Stanley Kunitz with Max Hayward. Atlantic-Little, Brown. \$7.95, p. \$3.95.

Forty from perhaps eight hundred poems

by a great poet. No one should deprive himself of the pleasure of reading them. Russian texts on facing pages.

*From Honey to Ashes.* Claude Lévi-Strauss. Translated by John and Doreen Weightman. Harper and Row. \$16.

The second of two important volumes analyzing from the structuralist standpoint myths of the Indians of South America. The myths are shown to reveal rationality, and the analysis of myth tends to become the analysis of mind.

*Capitalism and Material Life, 1400-1800.* Fernand Braudel. Translated by Miriam Kochan. Harper & Row. \$13.

Although the high originality that has been claimed for members of the *Annales* school is now being questioned, this first of two volumes by one of the most magisterial of French historians is a notable book. The wealth of details on ordinary living that is offered makes it as captivating as a favorite novel.

*Zalmoxis: The Vanishing God.* Mircea Eliade. Translated by Willard Trask. Chicago. \$9.50.

A brilliant, erudite chapter in the early religious history of what was once called *Dacia* and *Romania orientalia*. It touches on names, cults, myths, rituals, and their meanings.

*The Roots of Civilization.* Alexander Marshack. McGraw-Hill. \$17.50.

Advances ideas on early evidences of conceptual thinking, symbol-notation, and language — matters about which little is positively known. The speculations of the author, a scientific journalist, derive largely from his examination of small decorated objects of the Paleolithic period. Critical assessments of the book by experts have ranged from the enthusiastic to the unequivocally hostile.

*Princeton Encyclopedia of Poetry and Poetics.* Edited by Alex Preminger and others. Princeton. \$25; p. \$6.95.

The place to begin when looking for information on any topic in the field. Indispensable.

*The Oxford Book of Twentieth-Century English Verse.* Edited by Philip Larkin. Clarendon Press, Oxford. \$12.50.

Few critics will profess to be satisfied with this collection, but it is the best we have.

*Mark Twain: God's Fool.* Hamlin Hill. Harper and Row. \$10.

A flawed narrative, but one rich in details that have been long held back about the distraught, sometimes frantic last decade in the life of a great, much misunderstood writer.

### Also Recommended:

*What Is Man? and Other Philosophical Writings.* Mark Twain. Edited by Paul Baender. Iowa Center for Textual Studies and University of California. \$16.50.

*Selected Prose, 1909-1965.* Ezra Pound. Edited by William Gookson. New Directions. \$15.

*Beyond Formalism: Literary Essays, 1958-1970.* Geoffrey H. Hartman. Yale. \$12.50, p. \$3.45.



*A Second Flowering: Works and Days of the Lost Generation.* Malcolm Cowley. Viking. \$7.95.

*Validity of Interpretation.* E. D. Hirsch, Jr. Yale. \$6.50. p. \$2.45.

*Marxism and Form.* Frederic Jameson. Princeton. \$12.50.

*The Senses of Walden.* Stanley Cavell. Viking. \$5.95.

*The Literary Impact of The Golden Bough.* John B. Vickery. Princeton. \$16.50. p. \$8.50.

*Flaubert in Egypt: A Sensibility on Tour.* Edited by Francis Steegmuller. Atlantic-Little, Brown. \$8.50.

*Memoirs: Autobiography, First Draft Journal.* W. B. Yeats. Edited by Denis Donoghue. Macmillan. \$7.95.

*Divided Soul: The Life of Gogol.* Henri Trovat. Translated by Nancy Amphoux. Doubleday. \$12.95.

*Group Portrait with Lady.* Heinrich Böll. Translated by Leila Vennewitz. McGraw-Hill. \$7.95.

*A Russian Beauty and Other Stories.* Vladimir Nabokov. McGraw-Hill. \$7.95.

*All Fires the Fire and Other Stories.* Julio Cortázar. Pantheon. \$5.95.

#### KIRTLEY F. MATHER

*The Earth and Human Affairs.* Leo F. Laporte et al. Canfield Press. \$ . . .  
A concise, readable, and authoritative report prepared by a committee on geological sciences under the auspices of the National Academy of Sciences. It provides an excellent basis for understanding the natural controls of our planetary environment and suggests how we might restore and perpetuate an acceptable balance between human needs and desires and the earth's finite capacity to satisfy them.

*Talking Back: Citizen Feedback and Cable Technology.* Edited by Ithiel de Sola Pool. M.I.T. \$9.95.

A well-integrated symposium directed toward every social scientist, amateur or professional, who is concerned about the contemporary communications revolution and wants to know about the practical possibilities of cable television in providing not only much greater variety of programs than now available in home and classroom, but also adequate facilities for effective two-way interaction between program source and audience.

*Pictorial Guide to the Moon.* Dinsmore Alter, revised by Joseph H. Jackson. Crowell. \$8.95.

This "third revised edition" of a book first published in 1963 and now brought up to date, after its original author's death in 1968, contains scores of beautifully reproduced photographs taken by Apollo astronauts, including those of the Apollo 17 mission, and a text that takes advantage of research by geologists and seismologists as late as early 1973. It is the best book for

the general reader about the moon that I have seen.

*Thematic Origins of Scientific Thought.* Gerald Holton. Harvard. \$10. p. \$3.95.

An important contribution to both the history and philosophy of science. The comprehensive nature and particular aim of this collection of fifteen essays are well indicated by the title of the tenth, "On trying to understand scientific genius."

*The World of Walter Nernst: The Rise and Fall of German Science, 1864-1941.* K. Mendelssohn. Pittsburgh. \$11.95.

A fascinating biography of the great physicist who discovered the third law of thermodynamics and an unusually perceptive account of the decline of science during the Hitler regime.

*Einstein.* Jeremy Bernstein. Viking. \$6.95 p. \$1.95.

Not just another biography of one of the greatest scientists of all time, this small, closely printed book is uniquely successful in bringing its readers to a deep understanding of "the workings of his mind."

*The Great Alaska Earthquake of 1964.* Konrad B. Krauskopf et al. National Academy of Sciences. \$16.

The final, "summary and recommendations," volume of an eight-volume report prepared by the Committee on the Alaska Earthquake of the National Research Council. Possibly the most comprehensive and scientifically profound study of a natural disaster in human history. Covers both the physical event and the associated human experiences.

*The Innocent Assassins.* Loren Eisely. Scribners. \$6.95.

Some new, thought provoking, spirit-enriching poems from the mind and pen of the widely acclaimed naturalist-philosopher-author who has clearly heard the message that "the world is held together and man has his place."

*Benchmark Papers in Geology.* A series edited by Rhodes W. Fairbridge. Dowden. Hutchinson & Ross, Inc.

*Geochronology: Radiometric Dating of Rocks and Minerals.* Edited by C. T. Harper. \$24.

*Tektites.* Edited by Virgil E. Barnes and Mildred A. Barnes. \$20.

*Slope Morphology.* Edited by Stanley A. Schumm and M. Paul Mosely. \$22.

Among these three additions to the series of source books described in the Summer 1973 issue of *The Key Reporter*, the one on tektites will probably hold the greatest interest for the general reader. The origin of these mysterious glassy spherules, presumably produced by impact of extra-terrestrial matter, is still controversial.

*Oxford World Atlas.* Saul B. Cohon, Geographic Editor. Oxford. \$19.95.

This completely new and up-to-date atlas, covering all the countries and lands, oceans and seas, of the world, contains many novel cartographic features. In addition to the usual topographic, meteorological, and political maps, there are others displaying aspects of human culture, natural resources, and land uses not ordinarily found in such publications.

#### EARL W. COUNT

*Habu: The Innovation of Meaning in Daribi Religion.* Roy Wagner. Chicago. \$12.  
The substance—from New Guinea—is significant in its own right. That it becomes the inductive base for a general theorizing on the meaning of meaning—the creative symbolopoeic process that has made man into Man—promotes this essay to another level.

*Alfred V. Kidder.* Richard B. Woodbury. Columbia. \$8. p. \$2.95.

*Alfred Kroeber.* Julian H. Steward. Columbia. \$8. p. \$2.95.

The two latest volumes in a series intending to outline the lives and thought of the makers of anthropology, then to let the makers speak from their own, selected writings (the greater part of the totals). Here, Kidder the architect of New World Prehistory; Kroeber, that versatile creator-genius of American cultural anthropology.

*Through Navajo Eyes. An Exploration in Film Communication and Anthropology.* Sol Worth and John Adair. Indiana. \$12.50.  
Given interest, skill, opportunity—what might those of their own ethnoses choose of it to intercept?

*Indian Life on the Northwest Coast of North America—As seen by the Early Explorers and Fur Traders during the Last Decades of the Eighteenth Century.* Erna Gunther. Chicago. \$15.

Unique early documents and travelers' trophies, from the Russians, Spaniards, and Capt. Cook onward; well researched—of course. And a pleasant piece of bookmaking in the hand.

*Lega Culture: Art, Initiation, and Moral Philosophy among a Central African People.* Daniel Biebuyck. California. \$20.

Few ethnographers, the critic much less, may dare becomingly the symbol world of an exotic culture; still, the instance at hand has a true ring. The author's depiction of the culture subserves the more intimate purpose. The Legas' *bwami*, open by formal initiation to all men and women, is the custodian of their ethical values and code; they possess no political steerage. Probably Central African culture worlds greatly surpass all others in stating their values weightily via proverbial aphorisms, carvings, and other symbol-invested objects; and Lega culture seems peculiarly redolent with polysymbolic idioms that combine—yes—into a beaux-arts of the *bwami*.

*Xingu: The Indians, Their Myths.* Orlando and Claudio Villas Boas. Translated from the Portuguese by Susana H. Rudge. Edited by Kenneth S. Brecher. Farrar, Strauss & Giroux. \$12.95.

Three Villas Boas brothers led "Brazil's March to the West"; they stayed—enthralled by the Xingus' primitive worthiness; they effected, at long last, the Alto-Xingu National Indian Park. In these restricted excerpts from their journals, we overhear about a fictive world of cause-effect, to us ever expectedly bizarre, impossible to foretell; to native audiences perennially suspenseful though familiar from retellings; a

vanished once-upon-a-time; a ripe, ripe humus, trodden withal by human dignity.

*Gods of the Ancient Northmen.* Georges Dumézil. Translated from the French. Edited by Einar Haugen. Introductions by C. Scott Littleton and Uno Strutynski. California. \$9.

The author, prolific, controversial, but highly respected in Europe, hardly known in America, for decades has spaded deep into Indoeuropean and Germanic mythoreligion; succeeding, apparently, where earlier speculations failed, by virtue of a Durkheimian sociology having been added to the traditional armamentarium. The early Indo-europeans enacted a triplex, hierarchical, yet integrated religiosocial ideology: cosmologic, politicomilitary, herder-agricultural; their deities were its ratification. *Mutatis mutandis*, it continued into the Germanic peoples. Dumézil has become the architect of a "new comparative mythology" (see Littleton, under this title, TKR xxxii:4; summer, 1967, p. 5). This is the first of his works to have reached English; but it is matured. He does not step down from his scholarly bema; but an earnest little corps of young Harvard translators have seen to an easy rendering for all of us.

#### Reissues.

*Researches into the Physical History of Man.* James Cowles Pritchard. Edited by George W. Stocking. (John & Arthur Arch, London, 1813). Chicago. \$14.50.

This was one of the rare and great shapers

of the science of physical man ("ethnology") before Darwin. The editor excerpts in facsimile, and contributes a satisfying essay on the author's place in British anthropology.

*And Still the Waters Run: The Betrayal of the Five Civilized Tribes.* Angie Debo. (Princeton 1940). Princeton. \$8.95. p. \$2.95. Cherokee, Creek, Chickasaw, Choctaw, Seminole. The sad and dignified procession lengthens, with each recruitment of documents on the sleazy side of our heritage.

*Hands on the Past: Pioneer Archaeologists Tell Their Own Stories.* Edited by C. W. Ceram. (Knopf 1966). Schocken. p. \$3.95. There are fifty-odd of them, a century-and-a-half of recovered Old and New World accomplishment. Much even of the telling is now legend.

## TEACHING AND TEACHERS

(continued from page 4)

is Portsmouth (NH) High School whose team experienced significant difficulties during the first two years of its participation in the three-year thematic study of the Question of Authority. Team members persisted and with NHF help Portsmouth High this year not only has an operating program focusing on questions of religious, scientific, legal and personal authority epitomized in individuals such

as Galileo (with science, drama, English and social studies departments all cooperating), but it will also sponsor an area-wide conference this spring to share with other teachers ideas gathered through association with NHF.

Let there be no mistake. In light of the problems, NHF is a small voice. Magnified twenty times the work of NHF will not be complete. But were that to happen, we might be able to devote ourselves more fully to the real task: providing direct assistance by eminent humanists to emancipated teachers in the creation of curricula worthy of the name humanities. Then we might develop courses which could indeed help students and teachers integrate fragmented knowledge so that we might more fully understand and enjoy our humanity.

. . . .

The next deadline for schools wishing to apply for affiliation with the NHF is March 15. For additional information on NHF projects and programs please contact: Dr. Arleigh D. Richardson, III Director, National Humanities Faculty, 1266 Main Street, Concord, MA 01742. The newly published NHF Why Series is available from Chandler & Sharp Publishers, Corte Madera, CA 94925.

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# UNIVERSITY AND POLICY

(continued from page 3)

that pattern of part trade school and part country club characteristic of the American college of the bygone era. There were still traces of racial and ethnic discrimination insofar as the composition of the faculty and the student body was concerned. But one could say with some confidence that since World War II the American university had been moving in the right direction.

What happened c. 1958 to 1960? In the first place, I think the university became seduced by the great world beyond it. Suddenly it became unfashionable to think of a college as just a place where students get a rounded education, where doctors and engineers are trained to serve society, and where scholars can go about their own business. The university was to reform society and help save the world. Its professors had a special mission to define what was social justice and how to achieve it, what should be our foreign policy and how to conduct it. Its students were assumed to be endowed with special virtues and idealism which their elders, because of their ma-

terialistic pursuits and their non-college contemporaries, because of their lack of relevant education, could not emulate. I am not saying that academic experts should withhold their advice from society, nor that young people ought not work for worthwhile causes. But such commendable activities ought to be pursued outside the confines of the university. Neither the war against poverty nor the struggle for a lasting peace can be won in a classroom or a seminar. Once the catastrophe of Vietnam occurred, classrooms and seminars were themselves transformed into battlegrounds. To many, both on the left and the right, the university, a few years before the embodiment of national virtue, now stood revealed as a bastion of the guilty Establishment, or contrariwise, as a hotbed of sedition and anarchy.

Where do we go at this time when the sounds of battle are dying but when the clicking of typewriters putting out those committee memoranda is still the loudest noise around the halls of academia? I think I can discern some hopeful signs. One is the rise of a somewhat iconoclastic attitude towards that rhetoric which has tyrannized our lives for the past decade. The "innovationist" educators, government and foundation officials, some editorial writers still pay their homage to legitimacy, participation and communication, still decry alienation and the generation gap. But they do so with less self-assurance than a few years ago, at times almost as if they were afraid that someone in the audience might start tittering. Here, then, is a hopeful thing about democracy, even a battered and confused one such as ours. People have not entirely lost their sense of the preposterous. One of the most depressing and debilitating things about studying a totalitarian society is that whatever subject you approach, you must cut your way through a jungle of infuriatingly meaningless verbiage. Life has certainly become easier and freer in Russia than it

was under Stalin and in China since the Cultural Revolution. But in one very important and far-reaching aspect the average Russian and Chinese is still woefully oppressed. They are never let alone. Their rulers continue to harangue and admonish their subjects, call on them to abandon what they would like to do because history allegedly has set up loftier tasks for them; praise their idealism, deplore their lack of vigilance; in other words, bore and pester them, especially young people, to an intolerable degree. There is a purpose to this boredom: for this continuous verbal din tends to destroy what there is of the spontaneous, varied and non-conformist in human nature and tends to promote dull uniformity and resignation. In this country we are not, as yet, helpless in the face of would-be oppression through platitudes. When we hear one of those words which have become code terms for intellectual obscurantism, say, "relevance" it is enough if we laugh.

## SEARCH COMMITTEE

A search committee to select a successor for Carl Billman has been appointed by the Senate of the United Chapters. Chairman of the committee is Dr. Rosemary Park, professor of higher education at UCLA. Serving with her are Dr. Frederick Burkhardt of the American Council of Learned Societies, and Professor Donn K. Haglund of the University of Wisconsin, Milwaukee.

Members who wish to suggest candidates for the position of Executive Secretary should communicate with Dr. Park at 969 Hilgard Avenue, Los Angeles, California 90024.



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