



## BOOK AWARDS FOR 1974

Phi Beta Kappa announced its three \$2,500 book awards for 1974 at the annual meeting of the Senate in December. The presentations were made at a dinner honoring the authors. The books chosen represent significant contributions to learning which go beyond narrow interpretations of scholarly disciplines.

Clarence Brown, professor of comparative literature at Princeton University, received the Christian Gauss Award in literary scholarship and criticism for his book *Mandelstam*, published by Cambridge University Press. The Ralph Waldo Emerson Award was given to Frederic C. Lane, professor emeritus of history at Johns Hopkins University for *Venice: A Maritime Republic*, published by the Johns Hopkins University Press. The Emerson Award is made for studies of the intellectual and cultural conditions of man. The Phi Beta Kappa Award in Science was awarded jointly to Howard E. Gruber, professor of psychology at Rutgers University and Paul H. Barrett, professor of natural science at Michigan State University for *Darwin on Man*, published by E. P. Dutton.

In presenting the award to *Mandelstam*, C. Hugh Holman of the University of North Carolina, Chapel Hill, who was chairman of the Gauss Award Committee, cited it as follows:

"Mandelstam is a major poet whose work transcends cultural boundaries but until recently has been too little known. In this book his career is beautifully and movingly described with an unflinching eye for significant detail, an unforced sense of the dramatic, and a distinctive feel for the use of biography for literary criticism. Professor Brown's conversations with Mandelstam's widow and his contemporaries add importantly to the information available to us, and

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## PHI BETA KAPPA CHOOSES NEW SECRETARY



**Kenneth M. Greene**

Kenneth M. Greene, president of Lasell Junior College, Newton, Massachusetts, has been chosen by the Senate for the post of Secretary of the United Chapters. As executive secretary, Dr. Greene will be in charge of the Washington headquarters of the Society. In announcing his appointment, President John Hope Franklin stated that Dr. Greene was admirably qualified for the position, both as a humanist and as an administrator.

Originally from Cleveland, Dr. Greene attended Brown University, where he was elected to Phi Beta Kappa and graduated *Summa Cum Laude* in 1942. Subsequent to World War II military service, he studied at Columbia University, where he earned both M.A. and Ph.D. in English literature.

For several years before going to Lasell as president, Dr. Greene taught at Simmons College in Boston, where he was appointed Professor of English in 1962. During the latter part of his career at Simmons, he also served as Director of the School of Education and Chairman of the Department of Education. While at Simmons, he developed a Master of Arts in Teaching Program and also served as Director of NDEA Institutes for Advanced Study in English.

Since assuming the presidency of Lasell Junior College in 1970, Dr. Greene has served on the executive board of the Association of Independent Colleges and Universities in Massachusetts. He was also one of the original members of the Massachusetts Public/Private Forum, established in 1973 to work in conjunction with the Board of Higher Education to promote a coordinated program of higher education for the state.

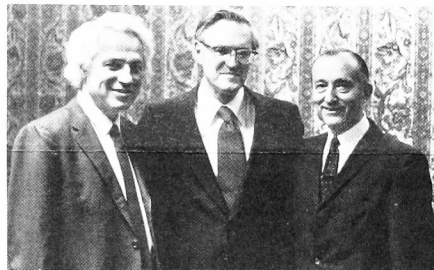
In discussing his coming to Phi Beta Kappa, Dr. Greene has said: "I approach the opportunity of working with and for the membership of Phi Beta Kappa with a deep sense of gratification and with respect for the dignity, wisdom, and graciousness that Carl Billman imparted to the executive function of the United Chapters. The objective of Phi Beta Kappa — the advancement of humane learning — has long been the compelling objective of the days I have spent in the classroom, at the administrator's desk, and at the conference table. To move from these relatively local areas of endeavor to the national enterprise is, for me, an exciting prospect.

"Initially I expect to concentrate my efforts on absorbing everything I can of current Phi Beta Kappa programs and operational needs. My greatest service to the United Chapters, I believe, will be to supply staffing strength to on-going activities and to respond to whatever is asked of me in the way of policy formulation by the elected officers of Phi Beta Kappa, the Senate, and the Council. Essentially my energies must be devoted to that which is specifically required to make Phi Beta Kappa's mission succeed and its vision of excellence prevail."

President Franklin also announced that Mrs. Evelyn L. Greenberg, who has been acting secretary since the death of Carl Billman, has been appointed Associate Secretary.

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Gauss Award winner Clarence Brown, with Mrs. Brown, autographs *Mandelstam*.



Science Award winners Howard Gruber and Paul Barrett with committee chairman Carl Boyer.



Secretary Kenneth Greene introduces Mrs. Greene to member of the Senate.



Emerson Committee chairman Saunders Redding (left) with prize-winner Frederic Lane.



his sensitive readings illuminate not only individual poems but the poetic process, revealing the connections among poems, their contexts, and the astonishing interweaving of echoes from the poet's readings. *Mandelstam* is a superb accomplishment by a translator, scholar, and critic of impeccable scholarship and deep feeling."

Frederic C. Lane is widely regarded as one of the world's leading authorities on the history of Venice. In commenting on *Venice: A Maritime Republic*, a member of the Committee points out that Professor Lane "explores every aspect and element of Venetian history . . . its breadth and solidity are awesome and marvelously satisfying." Saunders Redding of Cornell University, Chairman of the Emerson Award Committee, presented the award. He noted, "Although the author's chief concern is with maritime affairs and economics enterprise, which were at the very center of the rise and decline of the Venetian state, Professor Lane is far from neglectful of interstate affairs, and the wars they precipitated, the internal politics, the culture and the people. In short, *Venice: A Maritime Republic*, covers all that needs to be covered to produce a work that commands the attention of the professional scholar and engages the interest of the literate layman."

Winners of the Science Award, Howard E. Gruber and Paul H. Barrett, have written a book described by committee members as "intellectually exciting," "written in a flexible and enlightened manner," "bringing humanistic scholarship to the aid of the scientific enterprise." They received their award from Carl B. Boyer of Brooklyn College, Chairman of the Science Award Committee. He commented, "The book is founded on Darwin's early notebooks, here transcribed and annotated, some for the first time; and, equally significant, these documents are made the occasion for a fresh analysis of that elusive problem, the nature of the creative process in science. . . . Through the coordinated efforts of a biologist and a psychologist, research on a discovery of the past leads us to a clearer understanding of the present."

Senator Robert Heilman, publications committee chairman, with Mr. and Mrs. Paul Barrett.

During the last three weeks of November, 1974, Phi Beta Kappa Senator Howard Swearer, president of Carleton College, visited The People's Republic of China as a member of a delegation of American university presidents under the sponsorship of the National Committee on U.S.-China Relations. The delegation visited six universities, primary and middle schools, research institutes, communes, factories, and other institutions. The Key Reporter is fortunate to have this report as a follow-up to Meribeth Cameron's article on earlier Chinese traditions of academic education.

Higher education in China is gradually emerging from the holocaust of the Cultural Revolution (1966-69) which closed most universities for several years and interrupted the flow of college graduates for seven years. Recovery began in 1971 when most universities timidly reopened with minimal enrollments of first year students; but movement has been slow and cautious with academicians keeping a watchful weather eye on the political barometer as manifested in such politico-cultural phenomena as the anti-Confucian/anti-Lin Piao campaign.

Given the high level of politicization of Chinese society and the heavy — to an American's eyes, heavy-handed — use of propaganda to govern the citizenry and shape attitudes, it should be no surprise that universities are extremely sensitive and vulnerable to political currents and cross currents. In a country where every institution and social process is supposed to further directly the purposes of the revolution and societal development, considerations of institutional autonomy and the "marketplace of ideas" are simply beside the point. Moreover, the sensitive position of institutions of higher education is heightened by their limited number, only some 370 in total.

The major task of the social sciences and the humanities in the universities is to reject and eradicate those remnants of the Chinese past judged counterproductive for the new society, such as Confucian ideas of harmony and stability and the mandarin tradition of rule by scholar/bureaucrats while highlighting the plight of the masses under the old regime. Students, teachers, workers, peasants and members of the People's Liberation Army are organized in thousands of study groups to criticize and rewrite historical texts and to spread the new history

to the masses. As one spokesman at Peking University put it: "education must serve proletarian politics" and "the past must serve the present."

An intertwining, concurrent theme is the need to prevent not only the re-emergence of the old China through stabilization of the revolution, but the creation of a society on the Soviet model (as interpreted by the Chinese) embodying new social stratifications, and relying substantially on individual incentives and heavily bureaucratized structures. These tandem enemies — old China and Soviet revisionism — explain in part the curious linking of criticism of Confucius and Lin-Piao; for the latter, as well as Liu Shao-ch'i, symbolize the alleged attempt to subvert Maoist thought by a revisionist infection from the Soviet Union.

Three major themes of the Cultural Revolution have been: 1) to prevent the establishment of a new educated elite divorced from the mass of the population and, ultimately, subversive of Marxism-Leninism as interpreted by Mao; 2) to link physical and mental labor and theory and practice; and 3) to harness directly universities to the strategy of "boot-strap" economic development characterized by the ubiquitous Maoist trinity: "frugality, self-reliance, and independence." Stress has been placed on the recruitment of students from peasant, working class, and PLA backgrounds. At Nanking University we were told that before the Cultural Revolution less than 30 percent of the students there had been workers, peasants or military personnel but that now they comprised 80 percent of the student body. While such figures should be treated cautiously since it may be possible to expunge an undesirable background through labor, still there is no doubt that considerable efforts are made to recruit more intensively from the communes and the factories.

Before being considered for admission to higher education, a student is supposed to have worked for at least two years in a factory or commune. Students and faculty are required to engage in productive labor a certain portion of each year in the countryside, special May 7 cadre schools, factories, or shops run by the university. There is considerable variety from university to university in the ways in which this work requirement is fulfilled and the amount of time spent; but exemptions are only for physical disability and even students newly arrived from the countryside

or factories must participate.

The recommendation of a candidate's work unit is an important consideration in the admissions process. Local party authorities surely have a strong voice in selecting and recommending candidates and there may exist the possibility of manipulation and favoritism; but soundness of political views, demonstrated positive attitudes toward physical work, and general approval by one's fellow workers are given heavy weight.

In pursuance of the "open door" policy, universities — more typically, departments — are required to establish relationships with communes, factories, and army units through which teachers and students assist production units with technical and political work and workers and peasants consult on the policies and curriculum of the university. Universities are providing a variety of short and correspondence courses, both on and off campus, and teaching and research is supposed to be related as directly as possible to the practical requirements of agricultural and industrial production.

The length of time required to complete a university course of study (degrees have been abolished) has been reduced from five to six years to three to four years. In addition, time spent on formal academic studies is further reduced by the physical labor requirement. The number of courses required of a student has been cut nearly in half. It was asserted that these reductions were compensated for by the higher motivation of the new students and by the elimination of irrelevant theoretical material through the combination of theory and practice in courses stressing practical application and problem solving. Furthermore, students specialize from the outset and there is little "general education" beyond the omnipresent study of ideology and politics. There has been no graduate program since 1966. Without a longer, in-depth, exposure, firm judgments are difficult to make; but, at least in science and mathematics, the curriculum appeared closer to vocational-technical training than to a normal baccalaureate program.

Much is made of the new teaching techniques and the closer relationships between faculty and students. Translating these new practices from ideological language into terms familiar to American ears, they include: field study and observation; more class participation and group discussion and

less formal lecturing; "self-study" with faculty coaching; class projects; evaluation of performance by take-home examinations and problem-solving projects. These practices do not sound very revolutionary to American educators, but they are a distinct change from past university procedures in China and faculty members are still groping, with some false starts, to apply them effectively. Still, as compared to higher education in the U.S. (a comparison which may have little meaning aside from orienting an American audience), Chinese university students pursue their studies within a highly structured curriculum permitting few options. Student life is also austere and well-organized: lights out at 10:00 p.m., arise at 6:00 a.m., exercises, classes commence at 7:30 a.m., and so forth. Students appear poised, grateful for the opportunity for higher education, and rather unsophisticated.

China, at least for the present, has opted to pursue a policy of very limited access to higher education. There are only 400,000 university students, some one-third less than in 1966; and all indications suggest a quite gradual and moderate growth in enrollments in the next few years even though student/faculty ratios run from 2/1 to 3/1, indicating the faculty is available for rapid expansion. When pressed about these enviable ratios, the response was typical academia the world over: rather than having too many teachers, there is a shortage in view of the need to write new teaching materials and give instruction to workers and peasants in new forms.

The policy of putting stringent limits on the allocation of scarce resources to higher education makes considerable socio-economic sense at this stage of national development. First priority is being given to primary and middle schools in which there are now 130 million and 34 million students, respectively. These numbers have rapidly increased in recent years and there is a shortage of schools and a pressing demand for qualified teachers, especially in the rural areas and at the middle school level.

This allocation of priorities also is in line with the development strategy China is currently following, namely: fairly balanced growth, with considerable attention to agriculture, at a reasonably rapid but not break-neck pace; continued use of labor intensive methods while gradually introducing  
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## EDUCATION IN CHINA

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mechanization and modern technology — often of a fairly low-level nature; improvement of basic living conditions and medical and social services without frills in a markedly egalitarian manner. Although the policy of linking higher education as directly as possible to economic development and social mobilization raises grave questions about the impact on the quality, standards, and very nature of education, it does fit the concept held by the Chinese leadership of national development. In addition, the Chinese may avoid the pitfall encountered by some developing countries which have an excess of college graduates trained in fields making them unemployable or underemployed at home.

University education is being complemented by a considerable amount of education of workers in enterprises running the gamut of short courses in basic vocational skills to elaborate three-year programs in “factory universities” — such as that pioneered in 1968 by the Shanghai Machine Tools Plant and since emulated throughout the country with Mao’s blessing — which give instruction in English, basic mathematics, principles of electricity and hydraulics, and so forth: a kind of advanced and enriched vocational-technical school.

Several issues in higher education are unresolved and were treated gingerly by our Chinese hosts. The subject of teachers’ ranks and pay scales is especially tender. Some 80 to 90 percent of teachers are assistants or lecturers; there have been no promotions since 1966. Professors and associate professors retain their pre-1966 titles and salaries, which may be as much as three to five times those of assistants and lecturers. Repeatedly, we were told that the whole issue of ranks was “under discussion” with apparently some people arguing for abolition of titles and a leveling of salaries.

Evaluation of individual performance and potential — whether university applicant, student, or teacher — causes difficulty because of ideological emphasis on the collective over the individual; the ability of people to overcome obstacles and advance through proper political understanding, self-reliance, and will; and the need to give priority in recruitment of students to workers and peasants (who may be less well-qualified than those from cadre background). Questions about how truly outstanding talent can be identified by the current university selection process and the role of test-

ing tended to be glossed over. One did get the impression, however, that academic preparation and ability are gradually becoming more significant in the selection of university students; and apparently universities are beginning to have more say in selection. Queries about student failure and the dismissal of teachers for poor performance elicited responses to the effect that such occurrences were almost non-existent because of helpful assistance by friends and colleagues. At Nanking University, it was said that 99 percent of the students successfully complete their studies. After awhile, simply asking the question made one feel like a social Darwinian.

Chinese higher education is heavily influenced by Mao’s early formative experiences during the Long March and the Yen’an period when he developed his ideas on egalitarianism, self-reliance, and close contact with the masses, on the one hand, and his suspicions of the formally-educated elite and narrow professionalism, on the other. As Vice Premier, Ten Hsiao-p’ing, one of the most important political leaders in China today, said in an interview with the American delegation, “I never attended a university but have always been in one, the name of which is society.”

When one cuts through the ideological phraseology, many of the motivations behind the changes in higher education appear sensible and appropriate, e.g. skepticism about an overly “credentialed” society; the need for a higher educational system more closely attuned to the needs of the country; the introduction of more effective teaching methodologies. Some of these ideas have a very familiar ring to an American educator. Moreover, the Western observer must remind himself that the alternatives to the present system may not be those of the more advanced industrial societies but a reassertion of older Chinese traditions.

However, a number of these concepts have been pushed beyond reasonable limits. Moreover, there is much that is deeply disturbing about the current condition of Chinese higher education, especially the manipulative and blatantly tendentious nature of the social sciences and the humanities and the tiny, almost meaningless, spectrum within which ideas may be debated. Mass propaganda and higher education have been melded together producing students who are misinformed about many subjects.

Mao’s vision of higher education may also prove to be anachronistically

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## THE KEY REPORTER BOOK COMMITTEE

During the past months, several new members have joined the Key Reporter Book Committee. They are: Madeline R. Robinton of Brooklyn College, who is recommending books in European history; Victoria Schuck of Mount Holyoke College, whose area is political science; James C. Stone of the University of California, Berkeley, who is reviewing works in education; and Elliot Zupnick of the City University of New York, who will be recommending studies in the field of economics. A new reviewer of books in the natural sciences, to replace the late J. T. Baldwin, Jr., will be announced in a coming issue.

Since books by members of the committee are not reviewed in the book columns, some recent work by members is listed below:

### Earl W. Count

*Being and Becoming Human: Essays on the Biogram* (Van Nostrand, New York).

“On the Idea of Protoculture” in *Precultural Primate Behavior* (Karger, Basel).

### Richard Beale Davis

*The Fine Arts, Vol. 8 of Davis’ ten-volume, Intellectual Life in the Colonial South, 1585-1763 Literature and Society in Early Virginia, 1608-1840* (Louisiana State University Press).

### Leonard W. Doob

*Patterning of Time* (Yale University Press).

### Andrew Gyorgy

*The Communist States in Disarray, 1965-1971* (University of Minnesota Press).

*Basic Issues in International Relations*, ed. (Allyn and Bacon).

*Anatomy of Communist Takeovers*, ed. (Yale University Press).

### Robert B. Heilman

*The Iceman, the Arsonist and the Troubled Agent: Tragedy and Melodrama on the Modern Stage* (University of Washington Press).

*The Charliad*, (a light verse “epic” to Charles Odegaard) (Seattle).

*The Ghost in the Ramparts and Other Essays in the Humanities* (University of Georgia Press).

### James C. Stone

*Portraits of the American University, 1890-1910* (with Donald P. DeNevi) (Jossey-Bass).

*Teaching in the Inner City* (with Frederick W. Schneider) (Crowell).

*Teaching Multicultural Populations* (with Donald P. DeNevi) (Van Nostrand, New York).

*Toward Excellence in Teaching, Too* (University of California, Berkeley).

THE KEY REPORTER

# reading *recommended by the book committee*

GUY A. CARDWELL

**A Supplement to the Oxford English Dictionary.** Edited by R. W. Burchfield. Vol. 1, A-G. Oxford. \$50.

The first of three volumes that will include words and usages overlooked by the OED and new words or usages that have come into existence since 1884. A worthy extension of the greatest English dictionary. How can anyone interested in language do without it?

**Hope Against Hope.** Nadezhda Mandelstam. Translated by Max Hayward. Atheneum. \$10.

An emotionally powerful memoir by the widow of the brilliant poet Osip Mandelstam, now a literary figure in her own right. One reviewer holds that to draw facile parallels between Soviet brutality described here and activities in recent American politics is a moral and intellectual indecency. Perhaps.

**The Gulag Archipelago, 1918-1956.** Aleksandr I. Solzhenitsyn. Translated by Thomas P. Whitney. Harper & Row. \$12.50. p. \$1.95.

An historical study, partly derived from personal experience, that brings relentlessly, oppressively to life the Russian system for political repression, a system that still exists. Two more volumes will follow.

**The Freud-Jung Letters.** Sigmund Freud and C. G. Jung. Edited by William McGuire. Princeton. \$17.50.

All extant communications spanning the seven years during which the two great men wrote to each other. By stipulation of the heirs, editorial treatment is restrictedly historical, but for the reader the letters become an absorbing case study of an intimate, deteriorating master-disciple relationship. In terms of magnanimity and largeness of spirit, neither man comes off very well.

**Roll, Jordan, Roll.** Eugene D. Genovese. Pantheon. \$17.50.

This comprehensive, detailed, politely Marxist history of slaves, masters, and the world they jointly made in the old South stresses such ideas and forces as paternalism, religion, and class.

**Shakespeare's Living Art.** Rosalie L. Colie. Princeton. \$18.20.

The late, erudite author studies literary forms in relationship to culture as an approach to understanding Shakespeare and his plays. When seen from this perspective, each play becomes a problem in tradition working against originality.

**The Country and the City.** Raymond Williams. Oxford. \$10.95.

A wide-ranging social and literary investigation of themes related to the contrast of city and country, especially in English literature since 1600. The author treats such topics as Arcadian images, poems on great country houses, and counter-pastoral verse. Marxist oriented so far as the realities of capitalist exploitation of nature are concerned.

*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,  
JAMES C. STONE, ELLIOT ZUPNICK  
*natural sciences* KIRTLEY F. MATHER

## KIRTLEY F. MATHER

**Carrying the Fire.** Michael Collins. Farrar, Straus and Giroux. \$10.

A delightfully candid and highly informative odyssey (in prose) by the Gemini 10 and Apollo 11 astronaut who tells us not only what it was like out there, but how he was prepared for his extraordinary journeys and what he has been doing since. His narrative, both descriptive and meditative in tone, sheds new light on the programs of space research and the men involved in them.

**The Curve of Binding Energy.** John McPhee. Farrar, Straus and Giroux. \$7.95.

**Nuclear Theft: Risks and Safeguards.** Mason Willrich and Theodore B. Taylor. Ballinger. \$13.50. p. \$4.95.

Two books of very different genre that overlap in an area of great concern for modern man. Subtitled "A Journey into the Awesome and Alarming World of Theodore B. Taylor," the first is an intimate account of the activities and philosophy of a theoretical physicist who has had a key role in the development of nuclear energy, first for wartime use and then for peaceful purposes. It reveals much about the problem of safeguarding fissionable materials against misuse, as nuclear power plants proliferate around the world.

The second, "A Report to the Energy Policy Project of the Ford Foundation," is a sober, thoroughly documented but altogether readable, treatise on the subject indicated by its title. Its joint author is the same person on whom the spotlight is turned in the McPhee book. There may be disagreement with its conclusions and recommendations, but its statements of facts are beyond question.

**Space, Time, and Spacetime.** Lawrence Sklar. California. \$15.

An erudite study that stresses the interdependence of science and philosophy and is aimed in about equal measure at physicists and other scientists, interested in the philosophical issues at the foundations of their disciplines, and at philosophers who are aware that knowledge of the results of physical theory is relevant indeed to their concerns

**Out of the Zenith.** Bernard Lovell. Harper & Row. \$12.50.

A vivid account of the remarkable scientific research accomplished by means of the famous radio telescope at Jodrell Bank, England, during the 17 years between its installation in 1957 and its withdrawal for major improvements in

1970. One of the most important chapters in the long history of astronomy, Sir Bernard's inimitable record is of special interest to many nonscientists because of the collaboration between Britain, the U.S.A. and the U.S.S.R. it details.

**Albert Einstein, Creator and Rebel.** Banish Hoffman with the collaboration of Helen Dukas. Viking. \$8.95.

**Einstein and the Generations of Science.** Lewis S. Feurer. Basic Books. \$12.95.

Two splendid books about Einstein, complementary to each other because of their diversity in theme. The first is more truly a biography (Helen Dukas was Einstein's secretary from 1928 until his death in 1955); it tells much about the influence of others on the biographee. The second gives greater consideration to Einstein's impact on other great scientists of his generation and to his influence on succeeding generations of scientists. Both books are beautifully written, abundantly illustrated, and contain information never before published.

**Women in Mathematics.** Lynn M. Osen. M.I.T. \$5.95.

A perceptive and intriguing account of the lives and scientific contributions of female mathematicians through the ages. Of the eight selected for full-scale biographies, seven lived and died before the end of the nineteenth century; several others, however, are grouped together in a chapter dealing with the development of mathematical thought during the twentieth century. The closing chapter embodies an appeal both for more women to seek a career in mathematics and for more men to recognize the capabilities of women in that discipline.

**Mathematical Talent.** Edited by Julian C. Stanley, Daniel P. Keating, and Lynn H. Fox. Johns Hopkins. \$10. p. \$2.95.

Nine papers on the "discovery, description and development" of exceptional mathematical and scientific precocity among high school and college youth, assembled with appropriate tables and appendices.

**Ethics as a Behavioral Science.** Archie J. Bahn. Charles C. Thomas, Publisher. \$13.50. p. \$9.75.

An eloquent plea for recognition of ethics as a distinct science having its own set of problems with which to work and enjoying deep-rooted interdependence with other sciences, insofar as the human purpose of an inquiry is to gain understanding that can be used to improve human life.

**Beyond.** I. A. Richards. Harcourt Brace Jovanovich. \$8.50.

**I. A. Richards: Essays in his Honor.** Edited by Reuben Brower, Helen Vendler, and John Hollander. Oxford. \$12.50. One of the most fertile, "myriad minded," and influential of critic-poet-scholars of this age publishes in his eightieth year acute essays on the problem of evil as seen in the Book of Job, Plato, Dante, and Shelley. The valuable *Festschrift* volume includes verse, essays by many hands from a variety of standpoints, and a bibliography of writings by Richards.

**Letters of Hart Crane and His Family.** Edited by Thomas S. W. Lewis. Columbia. \$20.

A dismal, almost Dreiserian, not untypically American family history that happens to involve a talented poet. Informational connecting links and other useful matter are supplied by the editor.

**A Rhetoric of Irony.** Wayne C. Booth. Chicago. \$12.50.

*Irony*, a key but polysemous term in modern criticism, is considered to be of two kinds: intentional and decipherable ironies, and ironies that permit no stable reconstructions to follow upon ironic destruction of surface meaning. With this division in mind, an appropriate meeting of writer and reader may be effected.

**Golden Codgers.** Richard Ellmann. Oxford. \$7.95.

A skillful exploration of various ways to get at the secret armature that gives structure to the lives of such writers as George Eliot, Ruskin, Yeats, Wilde, and Joyce.

**The Iliad.** Translated by Robert Fitzgerald. Anchor. \$15.

A readable translation in flexible blank verse by an award-winning scholar who is also a poet. An Introduction such as that supplied by Richmond Lattimore for his six-beat version (Chicago) would have been helpful to serious readers.

## JAMES C. STONE

**Encyclopedia of Educational Evaluation.** Scarvia B. Anderson, Samuel Ball, Richard T. Murphy and Associates. Jossey-Bass. \$15.

Evaluation, once the special province of the teacher has moved from the classroom to the administration, i.e., to the decision-maker. The demand for educational change, new teaching strategies, innovative programs, experimental curricula, organizational reform — all aided and abetted by the Federal money-man — has placed *programmatic evaluation* on the front burner. Somewhere in the process, the evaluation of educational and training programs has become associated with the call for accountability. Suddenly, "experts" in programmatic evaluation have come out of the woodwork and have been very much in demand as the new high priests of the educational enterprise. Many words used to describe essentially the same process are in vogue, but each with a special meaning. Examples abound: external assessment vs accreditation; program

audit vs content review; formative vs summative evaluation; performance vs competency-based training; PPBS (Planning, Programming, Budgeting System) vs PERT (Program Evaluation and Review Technique); et al. Where does one go for answers, for help? What's needed is a dictionary of terms, or better, an encyclopedia of information — ready-made, handy, authoritative, sourceful. The Anderson, Ball, Murphy *Encyclopedia of Educational Evaluation* is it. Just what we said we needed — everything we need to know about programmatic evaluation — authoritative, sourceful, and handy. The language used is straight forward, avoiding whenever possible educationese, explaining technical statistical matters, for example, in ways that are helpful to the non-sophisticated as well as the technocrat.

The authors and their associates are with the Educational Testing Service, hence the book emphasizes traditional control-experimental designs, standardized tests and statistical techniques in place of social-anthropological, historical, and phenomenological measures such as controlled observations, ex post facto designs, Q-sorts, group interviews. The authors freely admit their bias in the preface — "we prefer objective evidence over testimony . . . respect good experimental . . . designs for evaluation studies . . ." However, this is not apparent to the buyer until after the book has been purchased. It's not mentioned, for example, in any of the publicity about the book. Yet, despite this slant, one of the most provocative articles and one which seems to belie Anderson's Preface, is one on "Hard" and "Soft" Shibboleths in Evaluation by Ball.

**Inside Soviet Schools.** Susan Jacoby. Hill & Wang. \$8.95.

All this talk about detente with the Soviet Union — here, then gone, now back again — is interesting background for this timely look-see into Soviet education. The author, a former education news reporter for *The Washington Post*, gathered the material for this book over a two-year period while her husband served as Moscow correspondent for *The Post*. The book is a first-hand review and analysis of nursery through secondary school education with useful comparisons with our U.S. counterparts. Like education everywhere, *Inside Soviet Schools* demonstrates that Russia too has its problems with such issues as inequality of educational opportunity, dissident students, and family and social-political pressures on the schools. All this is interesting (and comforting) to the American parent, taxpayer, and educator.

**Career Education.** Sidney P. Marland, Jr. McGraw-Hill. \$9.95.

Explores an important topic, but this is not an important book, despite the author's experience (as U.S. Commissioner of Education) where he pushed these same ideas — to substitute vocational competence and preparation for earning a living as the goal of education in place of the general competence to think and preparation for life: to know how to (and want to) be life-long learners.

## MADELINE R. ROBINTON

**France 1848-1945.** Theodore Zeldin. Vol. 1 *Ambition, Love and Politics.* Oxford. \$19.50.

This is a provocative and absorbing book. For his volume in the Oxford History of Modern Europe, Mr. Zeldin has not written a conventional and chronological history. Unwilling to accept the frameworks in which the history of France has usually been interpreted, he attacks the traditional myths and generalizations with a wealth of information based on wide reading of contemporary sources and a masterly appreciation of the research in sociology, economics and politics as well as in history. He seeks to clarify the meaning of *la France bourgeoise*. Doctors, notaries, the rich, industrialists, bankers, and bureaucrats are then studied in terms of numbers, income, education, life style, etc. to illustrate the complexity, the internal conflicts and contradictory interests of the bourgeoisie; two final chapters on the peasants and workers round out this section on *Ambition*. Part II on marriage and morals, children and women provides fascinating social history. Part III on politics analyzes various facets of political thinking and action, programs and policies. Ever questioning, ever clarifying, Mr. Zeldin illuminates with brilliant vignettes and sketches of historic personalities.

**Frederick William Maitland: A Life.**

C. H. S. Fifoot. Harvard. \$10. In 1906 Maitland died, yet his work in English legal history is still being reprinted and used by both scholars and students. Maitland's profound and pioneering research in musty English legal records was written up with such originality of conception and in so lively a style that his work is a joy to read. In this biography Fifoot has written a delightfully evocative memoir that has captured the quality of Maitland's personality and genius.

**R. H. Tawney and His Times: Socialism as Fellowship.** Ross Terrill. Harvard. \$15. R. H. Tawney, to generations of American students, is best known as the author of *Religion and the Rise of Capitalism*. To scholars his work in English economic history has been pioneering and provocative, and to political theorists and politicians he has been an exponent of democratic socialism.

Ross Terrill, Lecturer on Government and Research Fellow in East Asian Studies at Harvard, author of a book on contemporary China as was Tawney, has written this engrossing study of Tawney as "a socialist for all seasons." He appraises his career, his teaching for the WEA and at the London School of Economics, his work on the Sankey Commission, his religious orientation and his voluminous writings. Using also unpublished materials and conversations with friends, colleagues and associates, Terrill discusses the key ideas of Tawney's socialism: equality, dispersion of power, social function, citizenship and fellowship, and critically evaluates the relevance of Tawney's socialism for today.

**Rome Before Avignon: A Social History of Thirteenth-Century Rome.** Robert Brentano. Basic Books. \$15.

For one who loves the city of Rome, this is an exciting book. Starting out to write a popular book, Professor Brentano found that his scholarly training forced him to do more and more research, so that he ends up with forty pages of notes on his sources. Yet the result is a very readable, sometimes gossipy, book made all the more lively by his copious use of contemporary sources to describe the city and its buildings, those who ruled it, the popes and the families of Rome, as well as those who just lived there.

**Diplomatic Channels.** Humphrey Trevelyan. Gambit. \$7.95.

This is a witty book by an intelligent and civilized man who entered the British diplomatic service in 1929. Although as he says the principles of diplomacy remain essentially the same in an era of rapid communication and in a world now "dominated by superpowers, racked by violence and torn by the dissensions of ideology and race, in which a multitude of new states . . . grope their way toward an uncertain future," the practice of diplomacy and the life of a diplomat are very different. It is this which he describes, penetratingly and humorously, drawing upon his experience in the United Nations Secretariat under Hammarskjöld, as ambassador to Egypt during the Suez crisis and to Russia, 1962-1965, as a member of the British High Commission in Germany and in other posts.

**The Shape of European History.** William H. McNeill. Oxford. \$7.50.

Professor McNeill has long been concerned to give coherence to historical development. In this essay he seeks to present an "overall interpretive scheme for European history . . . both for scholars and for the general public." With broad strokes he sketches significant developments always stressing the role of technology and institutional growth as adjustment and response to innovative change in the shaping of cultural patterns.

**EARL W. COUNT**

**Four Masterworks of American Indian Literature.** Edited by John Bierhorst. Farrar, Straus, Giroux. \$12.95.

Quetzalcoat (Aztec); The Ritual of Condolence (Iroquois); Cuceb (Maya); The Night Chant (Navajo). Pre-conquest American Indian literary survivals are not altogether as extinct as may be supposed. These four (their translations, with commentaries, are fortunate) give "perhaps the leading example of the bardic, oratorical, prophetic, and incantatory styles of the cultures that produced them" (p.xi). More, we think. They are great in their own right.

**The Traditional Artist in African Societies.** Edited by Warren L. d'Azevedo.

Indiana. \$16.

The societies are West African, from sub-Sahara to Angola; the arts treated are, mainly, music, carving, blacksmithing. What, in each society, is esteemed as "aesthetic"? How stands the artist? Ten authors treat of these explicitly; the

remaining four proceed to the vaster question of art as a universal of humanness. Here, our ethnocentricities are unhelpful. In art, we have yet to come as far as we have in the matter of language: two generations ago, we realized that every speech-code determines its own grammatical categories; that study guidance from Greek and Latin is to be eschewed; that a universal metalinguistic is yet possible. As for art-humanist, artist, social scientist, and the rest of us will find this monograph far from naive.

**Sang Thong: A Dance-Drama from Thailand.** King Rama II and the poets of his court. Translated with commentary, by Fern S. Ingersoll. Charles E. Tuttle, Rutland, Vt. \$6.

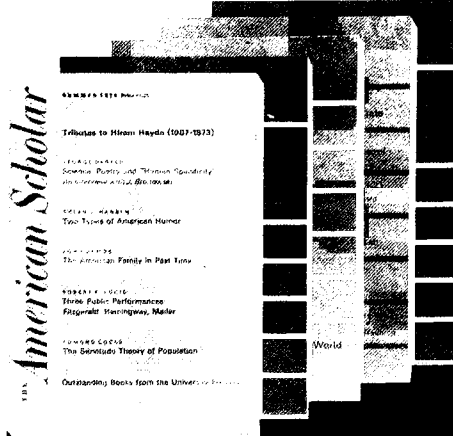
Exquisite verse-and-prose, long beloved by Thai commoners and aristocrats; exquisite still, in the English done by one who learned to love it also, and whom kindly Thai scholars guided throughout her venture.

**K'uei Hsing: A Repository of Asian Literature in Translation.** Edited by Liu Wu-chi, F. A. Bischoff, Jerome P. Seaton, and Kenneth Yasuda. Indiana. \$8.50. More than half is Chinese — classical poetry and a latter-day short story; also, Japanese classic tales and modern poems; an Oirat-Mongolian adaptation of a Jataka, with interjected verse; Tibetan love-poems by the sixth Dalai Lama (17-18 centuries). If the selecting seem uneven — the poets themselves never wrote for collation; and this very tiny treasury is sheerly an offering from four lovers of the literatures to the goodly company of literature lovers. (Further such ventures are promised.) The melody of an utterly alien prosody of course can never be transferred; and the editors' very knowledge that they are foredoomed writes their scholarly notes so that we may have an inkling of what does not cross over. But beyond this — there can be only hints of the delicate intricacy of the thought itself; in the poetry that distills to a final, irreducible economy of words that English cannot mimic; in the prose that dresses sophistication as unassuming naiveté.

**The Islands: The Worlds of the Puerto Ricans.** Stan Steiner. Photographs by Geno Rodriguez. Harper & Row. \$12.50.

Puerto Rico is an island and a world. The Barrios in New York, Chicago, Los Angeles are islands too, and other worlds. To the first island came Indians; successively, later, Spaniards, Africans. They all stayed, they became the small-town and -city folk and the hinterland *jibaros*, Their coalescence, their characters, their values have the peculiar timelessness ripened from slow-paced but vicissitudinous centuries; they have bent then straightened before Conquistador and Yankee. The island has not yet ceased to be beautiful.

The *barrios* too are successors — to the earlier Irish and Jews. They have never been beautiful. There are no slow-paced centuries. Ancient good transforms to *anomie* and protest. Ricans performe are not Puerto Ricans — to their dismay and travail, as they are not permitted to become Americans.



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romantic and inhibiting to the creation of strong universities and institutes productive of the skills, knowledge, and professionalism required for higher levels of national development.

Either by design or consequence, Chinese educational policies are not leading to the advancement of knowledge or sophisticated science or technology in most fields. This may be a rational strategy given very limited resources and other pressing national tasks, so long as China may borrow on the world intellectual capital. However, scientists must be well-trained to take advantage of these foreign resources; and training and research cannot be separated. It was clearly discernible in several visits that scientific research in many fields has been severely set back and older scientists are worried about who will man their laboratories and, eventually, replace them. A straw in the wind is the possibility mentioned at one university that graduate programs may be reinstated in a couple of fields next year. Another is the already-mentioned sign that academic preparation and intellectual potential appear to be gaining some weight in consideration for university entrance, along with correct attitudes toward work and politics.

As the middle schools turn out greatly increased numbers, will the severely restricted entry to higher education cause difficulty? Very powerful psychological and economic levers are now being applied to hold down individual aspirations for higher education. The

The National Humanities Faculty has announced the initiation of a new program, the NHF Humanities Services which will give educators the opportunity to work with leading humanists to evaluate and rejuvenate their programs by providing quality inservice assistance. Participation in the program is open to those traditionally serviced by NHF programs, individual schools and school districts, as well as to community and junior colleges, state departments of education, and regional education agencies.

In announcing the new program, Dr. Arleigh D. Richardson III, director of the NHF, said, "The Humanities Services program allows us to expand our assistance to the educational community in two significant ways. First, it offers maximum flexibility in meet-

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incessant incantations honoring physical labor and service to the masses while condemning individual ambition, plus the leveling of pay between college graduates and other workers, certainly have a strong effect; but for how long can it be effectively maintained?

Mao likes to present himself, above all else, as a teacher, and higher education in China today reflects closely his teachings. How lasting his impact on the universities will be once he no longer dominates the scene is at least open to question.

ing the specific needs of the many diverse elements of American education. And second, it permits a major expansion of the number of teachers who may now benefit from work with our Faculty of some 1,500 leading humanists."

"The new program," he said, "makes provision for both long- and short-term affiliations with the NHF. Faculty will now be available to work with educators in a much wider variety of settings, ranging from one- to three-day workshops in a particular school, district or region to a full year of carefully integrated programs throughout an entire state system.

"Moreover, the Humanities Services program permits us to offer the assistance of our Faculty, either individually or in teams, in areas as diverse as career education, programs for the gifted, bilingual education, interdisciplinary studies, and popular culture, as well as the full range of individual disciplines in the humanities and the arts. This assistance is offered in both inservice and preservice contexts."

Founded in 1968 by Phi Beta Kappa, the American Council on Education, and the American Council of Learned Societies, the National Humanities Faculty is an independent nonprofit educational organization. Persons wishing additional information about this new program should contact Dr. Richardson, National Humanities Faculty, 1266 Main Street, Concord, Massachusetts 01742.



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