

the **KEY** reporter

volume xxxii • number one • autumn 1966

Arts and Humanities in the Schools

When Congress approved the establishment of the National Foundation on the Arts and the Humanities, it also voted to strengthen the responsibilities of the Office of Education with respect to the arts and humanities. Under the provisions of the Act which established the Arts and Humanities Foundation, the Office of Education is empowered to undertake two programs designed to improve the teaching of the arts and humanities in secondary and elementary schools. An appropriation of \$1 million — \$500,000 for each program — was approved for fiscal 1966 and for each of the two succeeding years.

The first program offers to the states, and to the nonpublic schools, financial assistance to purchase equipment and supplies and to remodel facilities so that they will be more suitable for education in the arts and humanities. Of the \$500,000 authorized for the program, \$440,000 is to be used for matching grants to the states. The money is distributed on the basis of school age population in the state. The remaining \$60,000, allocated for loans to nonpublic schools, is distributed on the basis of nonpublic school enrollment in each state.

The initiative in requesting matching grants rests with the state education agencies. They make their requests on the basis of proposals submitted to them by local school districts and by other public institutions and agencies, such as laboratory elementary and secondary schools operated by public universities and colleges. Although the program did not get underway until late in the academic year 1965-66, all but seven of the states eligible to apply submitted requests for grants. (A state is not eligible for a grant until its existing plan for Title III of the National Defense Education Act has been amended to include the arts and humanities. Four states have not yet amended their plans.)

One problem for state and local school officials is to decide whether the supplies, equipment, and minor remodeling they are considering come within the provisions of the program. There is no hard and fast formula, but the Office of Education has published a booklet, *Guidelines: Financial Assistance for Strengthening Instruction in the Arts and Humanities in Public Elementary and Secondary Schools*, which gives examples of eligible supplies and equipment (e.g., art brushes, drawing boards, cameras, band instruments, electro-mechanical equipment for listening, recording and playback, charts, and maps) and examples of ineligible supplies and equipment (e.g., costumes, robes, uniforms, maintenance and repair of musical instruments, art pigments, textbooks, and workbooks.).

The Office of Education has its problems too. Some of the eligible items are not expensive, but the needs of the schools are so basic that for the present at least many school authorities want band instruments, arts and crafts rooms, and art laboratories. The Office of Education estimates that the cost of equipping one arts and crafts room or purchasing band instruments for one school is between \$5-\$6,000. This means that for twenty states and the District of Columbia whose allotments are below \$5,000, the question of what can be purchased is quickly resolved — not very much. The problem is hardly less grave for the thirteen states who receive allotments of between \$5-\$10,000. The problem has also affected the usefulness of the loan program to nonpublic schools. The highest state allotment is \$8,000 for New York. Only three states receive allotments of \$5,000 or more. Some states receive such small amounts that they are not worth applying for. Alaska, for example, is eligible to receive \$23.00, Nevada \$39.00, Utah \$59.00, and Wyoming \$38.00. For this reason, the first nonpublic school in a state to

apply for a loan at the present time usually gets the full amount, providing it asks for it, since the allotment is usually far below the needs of a single school.

The second program makes available to secondary and elementary school teachers an opportunity for advanced study in the arts and humanities at summer institutes operated by colleges and universities. The purpose of the institutes is two fold: to emphasize the importance of the arts and humanities and to train teachers in methods of instruction that will improve their effectiveness.

Participants in the institutes receive a weekly stipend of \$75.00 plus a weekly allowance of \$15.00 for each dependent. They pay no tuition fees, but are responsible for their room and board (usually on-campus facilities), travel to and from the institute, and textbooks and other materials. While attending the institute, participants may not work or engage in study unrelated to the work of the institute.

The colleges and universities operating the institutes are responsible for organizing the formal program of instruction, selecting the staff, and providing adequate facilities and equipment. They establish their own criteria for admission and recruit and select the applicants. They also decide whether academic credit will be given for work done at the institute.

Eleven institutes were held for the first time last summer: three in humanities, three in music, two in art, and one each in film appreciation, theater, and Latin. There were 431 participants in the institutes, although over 2500 teachers applied. One institute that could accept only 60 teachers received more than 1500 inquiries.

The three institutes in the humanities were widely separated geographically and
(Please turn to back cover)

Some Reflections on the Historian's Job and His Audience

Gordon A. Craig

THE other evening, at one of those pleasant social gatherings that have been so frequent on this Phi Beta Kappa trip, a student asked me what I, as a historian, thought would be the future of NATO. At the end of a very full day, I did not feel up to attempting to deal with a question so complicated and so dependent on the whims of the man known in Washington, not altogether fondly, as Big Charlie, so I dodged it, by saying that I was not sure that, as a historian, I had the right to an opinion about the future of anything, since, as R. G. Collingwood once said, very firmly, "The future is a matter of hopes and fears, and hopes and fears are not history."

This was, of course, an evasion. As a matter of fact, I do not agree with the view of the eminent British philosopher of history and have much more sympathy with Karl Löwith's opinion that to attempt to perceive the form of the future is a legitimate and, indeed, inescapable occupation of the historian of our time. But before going into this and all that it involves, let me—out of deference to Professor Collingwood—point out that it is not his first or fundamental task. The historian's basic obligation or duty is two-fold: to work continually at the job of establishing as complete and accurate a record of man's past as he can and, then, to communicate a knowledge of this to the lay public, as distinct from the professional or academic one.

Stated thus baldly, this may seem too self-evident to require discussion. Yet sometimes it is worthwhile to belabor the obvious lest we forget that it is there. The double obligation of the historian is not always remembered or appreciated either by laymen or by historians themselves. The former are apt to fail to understand the importance of historical investigation, as is indicated by the fact that when they meet historians they will say polite things like "I understand you teach history," but will rarely ask what kind of research their new acquaintances are currently engaged in. On the other hand, historians, who can always be counted upon to say, "Oh yes, So and So. What's he working at these days?" when talking among themselves, sometimes overlook the second obligation of which I have spoken, the vitally important duty of maintaining contact, through the teaching function and the written word, with the general public. This professional forgetfulness is increasingly marked in these days of growing academic specialization, and it has been influenced by the increasing (and, I hasten to add, fruitful) contact between historians and social scientists. In some of the behavioral sciences, where pioneering work is being done on a necessarily high level of abstraction, there is less concern about communicating discoveries to the wider audience than has been traditionally true in the historical profession, and this attitude has begun to affect some of the younger historians. This is regrettable, for the health of the profession depends upon the fulfillment of both of the obligations which I have defined.

*This article was presented as an address by Mr. Craig when he served as a Phi Beta Kappa Visiting Scholar, 1965-66. A historian with particular interests in modern diplomacy and German history, Mr. Craig is professor of history at Stanford University. He is the author of numerous books, among them, **The Politics of the Prussian Army, 1940-45; From Bismarck to Adenauer: Aspects of German Statecraft; and On the Diplomatic Revolution of Our Time.***

With respect to the first of them, little need be said here. As he goes about the business of reconstructing the past, the historian's first job is to know both what is already known about his particular period and what is *not* known. What *is* known he must constantly test, in order to discover whether it holds up in the light of newly acquired data. In some fields this becomes an almost full-time occupation. The last twenty years, for example, have seen the publication of so many fat volumes of diplomatic correspondence bearing on the years 1919-1945, to say nothing of thousands of memoirs, biographies and monographs, that the poor benighted historian who decided, when he was young and strong, to specialize on the diplomacy of this period often feels that the task of reading and assimilating all this material and making the necessary adjustments in the historical record is a hopeless endeavor and that he will gradually drown in the remorseless tide of new revelations. Yet it is his job to go on trying, not only to remain afloat, but indeed to control and direct the flood.

While correcting the inherited record, moreover, he has other tasks. He must make every effort to put his finger upon those things about the past which are *not* known but are amenable to investigation. Sometimes, of course, there are gaps in the record because the possibility of fruitful inquiry is negligible. It would be interesting to know what Pierre Laval promised Mussolini in January 1935 but, since the two men met alone, left no record of their conversation, and are now dead, we shall probably have to continue to guess at the nature of the exchange and its bearing upon the subsequent Abyssinian war. Other cases of this sort will occur to you.

MORE often, however, gaps in the record exist because no one has had the imagination to think about them. To give one example: it was only after we had become exasperated and confused about the log-jamming that we encountered in our negotiations with the Soviet government after 1948 that it occurred to scholars in the government and on the campuses that detailed examination of the history of Russian diplomacy might help explain the disingenuousness and equivocation of current Soviet diplomatic practice, and even provide clues as to how those tactics might be countered. When this was followed up, it was soon discovered that very few Western historians had ever investigated the Russian past in quite this way, and this discovery had the effect of stimulating any number of new projects and of encouraging the production of important works like Ivo Lederer's symposium *Russian Foreign Policy: Essays in Historical Perspective*, which—apart from their usefulness to the State Department and other government agencies—represented valuable additions to our knowledge of the past.

As he corrects the established record and endeavors to plug up the holes in it, the historian generally finds, if he is imaginative enough, that he has lots of material to work with. As it marches through history, the human species leaves an incredible clutter behind it: charters and treaties, political constitutions and manifestoes, speeches and newspaper editorials, trade indices and bills of lading, the proceedings of scientific and fraternal societies and the t/o's of military units, school curricula and municipal sanitary codes, inscriptions on grave-stones and labels on bottles, agricultural instruments and in-

ventions that never worked, diplomatic notes and poems of commemoration, begging letters, dunning letters, love letters, Sears Roebuck catalogues, music hall songs and bad plays, self-congratulatory autobiographies and doctored diaries, and, most recently, tape-recorded interviews of witnesses to this, that or the other. Once he has accumulated this mass of stuff (and much of his time must be devoted to spying it out and bringing it together), the historian has to wade through it and mull it over and take notes on it and fret about it and check bits of it against each other and try to reconcile parts of it that don't agree. With it he plays an endless (or seemingly endless) detective game, seeking answers to the classic questions "What?", "When?", "Where?", "How?" and "Why?". What factors determined Prussia's victory in the duel for supremacy in Germany? Exactly when did the Soviet government decide to try to make a deal with Hitler? Where on the European continent did anarchism prove to be more successful than Marxian socialism, and what were the reasons for this? How did the industrial revolution spread from Great Britain to Europe and what were the stages of growth country by country? Why were there so many revolutions in 1848? These are the kinds of problems the historian sets himself, as well as others suggested by his own age. Through them he looks for truth and, knowing that the job he does will all have to be done again by later historians, he tries to establish a true record of man's past.

This is a laborious and exacting task, but it is an essential one, for without it history—or the teaching of it—would die of stale repetition. It is also a task which is delightful and fascinating for those who embark upon it. It leads the historian sometimes to strange and wonderful games, as it did in the case of the Berlin historian Hans Delbrück who, critical of classical accounts of the battle of Marathon, hired off-duty German soldiers, armed them with heavy poles and had them run across a field in formation so that he might judge the probable speed and cohesiveness of the Greek phalanx in the offense. It also gives him a sense of identification with the period in which he works which makes it, however remote, as real to him as his own time. Many historians come to feel that they have more close friends who have been dead for two or three hundred years than they have among the living. In the eight years in which I worked on my political history of the Prussian army, and again, more recently, when I was doing my book on the battle of Königgrätz, I became so involved with dozens of long dead German and Australian soldiers that I used to lie awake at night worrying about whether they were going to be promoted.

On the other hand, while fascinating, research can also be dangerous. From interest in the minutiae of the past to mere antiquarianism is a short step and, unless the historian keeps his feet planted firmly in his own age, and unless he maintains a sense of relevance, he can become a collector of dead history. And there are other dangers, that of quantification, for example, of becoming so impressed by the sheer accumulation of data that the judgment and the sense of discrimination become stultified. The files fill up with cards telling what every minor official in a government office did every hour of his day, or what every peasant paid for his plot in some long extinct village, or how every member of a particular parliament voted on every issue—and to what end? Historians should remember the story of the little girl who, upon asking the librarian for information about penguins and being handed a 500-page book, said that she didn't want to know *that* much about penguins. It is possible to gather too much information and easy to become enamoured of the very process of accumulation, the more so because it makes it unnecessary, if not impossible, to think about what is being collected.

FINALLY, there is the danger of de-humanization—of taking all the people out of history or losing them in a welter of tendencies, developments, motive forces and basic factors. Historians have learned a good deal from the economists, the sociologists, the psychologists and the members of other disciplines once scorned by them. They now generally acknowledge that population trends, geography, climatic changes, price tendencies, fluctuations in the GNP, and relative fertility of soil, to mention only a few factors, have great influence on history. But it is dangerously easy to become so interested in these things that one forgets that history is people—the study, not of circumstances, but of man in circumstances. Too many historians have become so fascinated by the model-building activities and the ideal types of the behavioral sciences that they have fallen into the error of de-personalizing the record.

But these and other dangers that are inherent in the historian's research function can be avoided or controlled as long as he is conscious of his second cardinal duty, that of communicating his findings to the lay audience.

In his inaugural lecture as professor of modern history at Oxford University in November 1957, H. R. Trevor Roper undertook to define the difference between humane subjects, like history, and the exact sciences. He said:

Exact sciences *require* specialization and all the apparatus of specialization, even if such specialization carries them beyond the bounds of human interest or lay understanding. The fact that a branch of physics or mathematics may be quite beyond the interest of comprehension of an educated layman in no way invalidates it, because the validity of such subjects does not depend on lay interest or lay comprehension. Even if no layman can understand them, they will still be taught by professionals to professionals from generation to generation But the humane subjects are quite different from this. They have no direct scientific use; they owe their title to existence to the interest and comprehension of the laity; they exist primarily not for the training of professionals but for the education of laymen; and, therefore, if they once lose touch with the lay mind, they are rightly condemned to perish.

This, I think, is wholly true and can be overlooked by the historian only at his peril. He is the servant of Clio, goddess of History, who, it should not be forgotten, is the eldest daughter of Memory, and in serving the daughter he also serves and protects the mother. He has the formidable task of being the guardian of the collective memory of his age. He is responsible for seeing that his generation remembers its past, and he can only do this by being a teacher, in the classroom or in the books he writes.

As he serves in this capacity, he must be careful that the past that he teaches about is, as far as he can make it so, the true past. In our perplexed world, in which truth is flagrantly distorted by tyrannical regimes and in which some of our own countrymen, in their zeal to combat ideological systems of which they disapprove, sometimes regard truth as a luxury or a danger and use false history as a weapon against their foreign and domestic foes, the importance of the historian's responsibility for protecting the real past, for combating error, and for correcting falsification, cannot be overestimated. At no time in the past was the teaching function more important than it is today; in no crisis in our history was the sound teaching of history more necessary, as a means of helping to avoid national mistakes and of giving heart to a troubled people.

Which bring us, finally, back once more to the question of the historian and the future. As we look toward our future, what counsel, what warnings can we find in history, and what can our historians predict?

PREDICTION is always a chancy business, and the historian can indulge in it with even less assurance than the exact scientist. As E. H. Carr has pointed out in a discussion of this problem in his brilliant essay *What is History?*, he cannot predict specific events because the specific is unique, and the element of chance enters into it. But he can draw inferences from the past about the future, and these can have at least a conditional validity that can serve as a guide for action. If you ask me, for instance, whether Paul Goodman is correct in suggesting that by 1984 our world will have become a carbon copy of the one described by George Orwell in his novel—that is, a world of perpetual warfare abroad and totalitarianism at home—I should have to say that, as a historian, I do not know. But I could add, also as a historian, that the chances of there being a high incidence of international warfare for the rest of this century are very good, because virtually all of the forces that made the nineteenth century a century of peace—(such things as a viable balance of power, and effective diplomatic machinery based on common acceptance of rules and restraints, a willingness to accept the legitimacy of the vital interests of others, etc.)—have been destroyed or rendered ineffective in our own time. And I could add further that, as the two greatest wars of this century have already demonstrated, war, if protracted long enough, encourages dictatorial tendencies even in the most democratic states. The lesson implicit in these general inferences (or, if you will, the lesson drawn from history) is clear enough: namely, that it would be to our advantage to bend all our energies to reproducing conditions similar to those that encouraged international peace a century ago.

This will not be easy. During the past fifty years we have been living through a diplomatic revolution, largely caused and accelerated by the impact of two world wars, which has not yet reached its end. This has been characterized on the one hand by an enormous expansion of the international community and, on the other, by the progressive breakdown of its internal homogeneity. Before 1914, there were only about a dozen nations in the whole world that took a continuous interest and share in world affairs, and most of these were European nations. Today there are well over a hundred independent nations in the United Nations; the European or Atlantic preponderance has long since disappeared; the Assembly of that organization has an Afro-Asian bloc that is larger than any other grouping. It is always infinitely harder to find acceptable norms of behavior for large groups than it is for small ones, and this expansion of the diplomatic community confronts the earnest searcher for peace with serious problems.

So does the second aspect of the revolution: the breakdown of the internal homogeneity of the community. This has come about partly because of the growth of ideological conflict, which was virtually unknown within the diplomatic community of the nineteenth century, and partly because the new nations are young and sometimes resentful or arrogant or disinclined to accept past standards, particularly when those standards are formulated by white nations which were formerly their masters. To reach viable agreements on any subject of international importance is much more difficult in these circumstances than it was in the nineteenth century, and it would be very optimistic to predict that we shall in our time attain anything as effective as the international system of the years 1815-1914.

Even so, since we cannot without peril isolate ourselves from the outside world, we must go on seeking order and doing our best to find the correspondences of interest among nations that will lay a basis for it. And the first prerequisite for even limited success in this effort is to free ourselves from any resentment we may feel because the world has changed, from any nostalgia for a past that cannot be brought back, from any

disdain or condescension for the new nations that now clamor for attention on the world stage. In this it may be helpful if we remember that history is a process of change and that, if we are to adjust to change successfully, we must not become the prisoners of our own past. If we seek to cope with the diplomatic revolution of our time by returning to the methods and prejudices of the Congress of Vienna, we can hope for little success. If, in dealing with the new nations, we revert, or appear to revert, to practices of the age of imperialism, we shall promote divisiveness rather than understanding and aid the cause of our ideological foes rather than that of peace. And—most important of all—if we fail to understand not only the aspirations but the traditions and modes of thought of the nations that now share in the international process and to sympathize with them, we shall never be able to lay the foundations of a new comity of nations.

IN the universities of this country there is a pretty good understanding of this, as is shown by the proliferation of new programs of Asian Studies and African Studies and the broadening of the history curriculum to include the intensive study of African and Far Eastern history. But we have a long way to go yet, for what has been accomplished on the university level must be projected downward into the secondary schools and outward into the minds of the American public. We must *as a people* change our historical perspective, stop thinking of the Atlantic Community as the center, let alone the lever, of the world, and free ourselves from any parochialism that might handicap the successful fulfillment of our responsibilities in a revolutionary age.

And if we do manage to adjust our historical perspective, we shall perhaps be able to see that the diplomatic revolution of which I have spoken is part of a much broader historical development, one that began as early as the French Revolution. It was that world-shaking event that led the philosopher Hegel to postulate his famous concept of history as a process with a meaning and a goal. To Hegel, history was the embodiment of reason, and it moved, by way of challenge and conflict and resolution, toward an ever increasingly comprehensive realization of freedom.

Surely, as we move toward 1984 and beyond, we are witnessing a suggestive corroboration of Hegel's thesis, as the former colonial dependencies of Asia and Africa begin their march towards freedom. The violence and anarchy that fitfully characterize this relentless progress of the spirit of history may frighten us, but should not prevent us from seeing that these peoples are doing what the Americas and the subject nationalities of eastern Europe did in their time. They are striving to bring forth in their respective continents new nations conceived in liberty and dedicated to the proposition that all men are created equal. We have reason to ponder another passage in E. H. Carr's fine book, in which the author writes:

The historian is hardly yet in a position to assess the scope and significance of the Asian and African revolutions. But the spread of modern technological and industrial processes, and of the beginnings of education and political consciousness, to millions of the population of Asia and Africa, is changing the face of those continents; and, while I cannot peer into the future, I do not know of any standard of judgment which would allow me to regard this as anything but a progressive development in the perspective of world history.

No doubt the changed shape of the world that is resulting from these events will have brought by 1984, as it has already begun to bring, a relative decline in the weight of English-speaking countries in world affairs, and that the world that will

(continued on back cover)

reading recommended by the book committee

humanities

social sciences

natural sciences

GUY A. CARDWELL, JOHN CURNOS,
ROBERT B. HEILMAN, GEORGE N. SHUSTER
LEONARD W. DOOB, FREDERICK B. ARTZ,
LAWRENCE H. CHAMBERLAIN, NORMAN J. PADEFORD,
EARL W. COUNT, LAWRENCE A. CREMIN,
LOUIS C. HUNTER, RICHARD BEALE DAVIS
MARSTON BATES, KIRTLEY F. MATHER

MARSTON BATES

Priestley and Lavoisier: The Cautionary Scientists. Kenneth S. Davis. Putnam's. \$5.75. Priestley and Lavoisier share, not only the distinction of being the chief founders of modern chemistry, but also the fate of being victims of the political events of their times. Kenneth Davis has brought out the similarities and the differences in these men by devoting alternate chapters to each. Very different personalities, they each were broadly involved, beyond science, in the intellectual history of their age. I am not sure what the lesson is for the scientists of our day. Most, I think, would now consider that both acted rightly, but this led to the execution of the one and the exile of the other—as well as to lasting fame. Whatever the lesson, Mr. Davis has described the personalities and the events absorbingly.

Evolution and Modification of Behavior. Konrad Lorenz. Chicago. \$3.50. In the study of behavior there is a curious gap in communication between people who call themselves "psychologists" and those who call themselves "biologists," involving vocabulary as much as ideas. Lorenz, in my opinion, is the leading contemporary biological student of animal behavior, and in this book he explains his philosophy and attitude toward such concepts as "learned" and "innate." I hope psychologists will read it; and I hope everyone will read Lorenz's other recent book, *On Aggression*, in which he gives a plausible explanation of how the animal in man has gone haywire.

Men and Apes. Ramona and Desmond Morris. McGraw-Hill. \$7.95. This is not another book about human evolution—it is a book about man's associations with other primates (monkeys, baboons, marmosets, as well as apes in the narrow sense) in legend, in history and in fact. I found it fascinating, as I did the earlier book on snakes by the same authors. This book starts with the Egyptian sacred apes and ends with the chimpanzee astronauts, covering all sorts of interesting and little-known territory in between. There is a good short summary of the recent and very revealing studies of apes in the wild by such people as George Schaller and Jane Goodall.

The Alien Animals. George Laycock. Natural History Press-Doubleday. \$4.95. Man is much addicted to trying to improve on nature—sometimes necessarily for his own survival, sometimes with undeniably beneficial consequences from almost any point of view, and sometimes with results

that can only be considered disastrous. Moving animals and plants hither and yon has long been one aspect of this tendency. Mr. Laycock has here reviewed the history of purposeful wild animal introductions from the Ringnecked Pheasant, favored by almost everyone, to the starlings of America and the rabbits of Australia, now universally deplored. It is an excellent review that should be pondered by everyone with an impulse to add to our fauna. There is a good bibliography.

Poisons in the Air. Edward Edelson and Fred Warshofsky. Pocket Books. \$1. The cover of this book carries an appropriate traffic-like notice: "STOP BREATHING! You may be killing yourself." I haven't been able to give up cigarettes, so I got some comfort when an air pollution expert pointed out to me that any New Yorker, in the course of an ordinary non-smoking day, inhales carcinogenic substances equivalent to those in two packs of cigarettes. The present authors make it one pack, but in any case the Surgeon General should be (and is) worried. We can see the devastation of our landscape and our streams. Sometimes we choke in our cities, but much of our damage to the atmosphere is more subtle and perhaps far more devastating for the planet's future than any of our other actions. But the immediate effects, emphasized by the present authors, are serious enough; I hope they get a wide hearing.

The Language of Life: An Introduction to the Science of Genetics. George and Muriel Beadle. Doubleday. \$5.95. The science of genetics has made spectacular advances in recent years, and George Beadle has been one of the leaders in this advance. Here his wife has translated his knowledge into reasonably plain English, providing a guide for anyone who wants such a word as "deoxyribonucleic acid" (familiarily known as "DNA") to have meaning for him.

LAWRENCE A. CREMIN

The Schoolchildren. Mary Frances Greene and Orletta Ryan. Pantheon. \$4.95.
The Children of the South. Margaret Anderson. Farrar, Straus & Giroux. \$4.95.
Helping Hands. Gayle Janowitz. Chicago. \$1.75. Three keenly realistic discussions of work with "disadvantaged" children. The Misses Greene and Ryan report the day-by-day life of two Harlem elementary schools with remarkable vividness and accuracy. Miss

Anderson does the same for the high school in Clinton, Tennessee, which was one focus of the struggle over integration ten years ago. Mrs. Janowitz describes the efforts of school volunteers in Chicago, proffering in the process a wealth of wisdom about teaching and learning in the slums.

Education in Renaissance England. Kenneth Charlton. Toronto. \$8.25.

Education and Society in Tudor England. Joan Simon. Cambridge. \$13.50.

Two illuminating studies that incorporate much of the best recent work on Tudor social and intellectual history. Professor Charlton's portrayal of the Renaissance debate over education is noteworthy, as is Mrs. Simon's account of the politics of schools and universities under Edward VI and Elizabeth I.

The Reforming of General Education. Daniel Bell. Columbia. \$6.95.

A profound analysis of the nature and character of liberal education that has relevance far beyond Columbia College. Professor Bell's argument is that "in this day and age, and even more in the coming day and age, the distinctive function of the college must be to teach modes of conceptualization, explanation, and verification of knowledge. As between the secondary school, with its emphasis on primary skills and factual data, and the graduate or professional school, whose necessary concern is with specialization and technique, the distinctive function of the college is to deal with the grounds of knowledge: not *what* one knows but *how* one knows."

The Education of Catholic Americans. Andrew M. Greeley and Peter H. Rossi. Aldine. \$8.95.

The results of a questionnaire study conducted by two sociologists, one a Roman Catholic priest, the other, a non-Catholic layman. The data suggest that Catholics schooled in Catholic institutions tend as adults to retain their allegiance to Catholic belief and practice; but the authors find no evidence that this allegiance comes at the price of alienation from the remainder of the American community. "By and large," they conclude, "Catholic schools and colleges appear to be as good as the public schools, although there have been no schools of eminence supported by the Catholic Church."

The Historian's Contribution to Anglo-American Misunderstanding. Ray Allen Billington and others. Hobbs, Dorman. \$3.50.

An investigation of national bias in English and American secondary-school history textbooks, carried out by a committee of British and American historians under the sponsorship of the American Historical Association, the Historical Association of England and Wales, and the British Association for American Studies. Not surprisingly, the committee is able to document a variety of sins against Clío, ranging from the use of characteristic stereotypes (George III as a power-hungry absolutist) to what are graciously referred to as "unconscious falsifications."



35th
ANNIVERSARY
ISSUE

FREE

with a trial subscription

The American Scholar

—the leading general quarterly—
was founded by Phi Beta Kappa for
“all who are interested in intellectual
pursuits and the cultural develop-
ment of America.” You are invited
to join in the 35th anniversary cele-
bration by subscribing now and re-
ceiving a free copy of the special
208-page issue.

anniversary issue features

Democracy and Foreign Policy:

The Case of Vietnam

August Heckscher

Prologue to an Autobiography

Conrad Aiken

The North and the South of It

C. Vann Woodward

Gandhi: The Leader as a Child

Erik H. Erikson

Sociodicy: A Guide to

Modern Usage

Daniel Bell

plus articles by Anthony Burgess,
Harlow Shapley, Douglas Bush, Philip
Hallie and Howard Nemerov. You'll
also find reviews of important new
books, poems, and Joseph Wood
Krutch's regular column on men and
mankind.

In every issue of the SCHOLAR out-
standing scholars and writers bring
you their ideas on a broad range of
topics. Don't miss this opportunity to
subscribe now and receive the 35th
anniversary issue as an extra bonus.

The American Scholar

Dept. C9

1811 Q St. NW, Washington, DC 20007

Please enter my subscription for the term
checked and send me the Anniversary Issue
as a bonus.

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> 1/2 year \$2 | <input type="checkbox"/> 3 years \$9 |
| <input type="checkbox"/> 1 year \$4 | <input type="checkbox"/> payment enclosed |
| <input type="checkbox"/> 2 years \$7 | <input type="checkbox"/> please bill |

Name

Street

City

State Zip

John Dewey as Educator. Arthur G. Wirth.
Wiley. \$6.95.

A cogent exposition of Dewey's educational
writings during the crucial period in which
he was chairman of the combined Depart-
ments of Philosophy, Psychology, and Edu-
cation at the University of Chicago (1894-
1904). Professor Wirth argues that Dewey
developed a comprehensive plan for the
study and improvement of education during
this decade, and that his overall design is
an indispensable source for understanding
his specific ideas in their proper intent.

LEONARD W. DOOB

*Games People Play: The Psychology of
Human Relationships.* Eric Berne. Grove.
\$5.

People's "significant social intercourse" is
analyzed psychiatrically by means of the
loosely, recklessly defined concept of "game,"
here used as a generic term for verbal de-
vices which cruelly humiliate others or
secure their sympathy—and thus protect
one's own nasty impulses. The author is
playing the game of exhibiting his own wis-
dom, but he deserves the homage and—may
I play, too, Dr. Berne?—the royalties he
clearly seeks and obtains because, by mak-
ing his readers blink, he compels them
thereafter to focus a bit differently upon the
savagery transpiring in many seemingly in-
nocent social situations.

The Pattern of Human Concerns. Hadley
Cantril. Rutgers. \$10.

A sensitive, sweeping analysis of the "wishes
and hopes" and also the "fears and worries"
ascribed by carefully selected samples of
people to themselves and their country. The
data concern fourteen countries ranging
from the United States and Poland to Ni-
geria and India ("roughly 30 per cent of
the total" world's population). The tabula-
tions and cross-tabulations are clear, chal-
lenging, and optimistically oriented. The
author has demonstrated, more convincingly
than any other investigator, the utility of the
survey method in obtaining extensive if not
intensive insight into people's quickly and
consciously expressed satisfactions and dis-
satisfactions.

Hypnotic Susceptibility. Ernest R. Hilgard.
Harcourt, Brace, & World. \$13.25.

A commendably dispassionate, cautious,
lucid analysis of what has been scientifically
established concerning hypnosis, a real phe-
nomenon whose importance is sometimes
obscured because of its dramatic, exotic
appeal. The extraordinarily careful, often
ingenious experiments of the investigator
and his colleagues at Stanford University
lead to no sensational discoveries; so far,
for example, they have debunked supersti-
tion, but in its place have uncovered no
single or consistent explanation of the fact
that some people can be more easily or fully
hypnotised than others.

The Varieties of Psychedelic Experience.
R. E. L. Masters and Jean Houston. Holt,
Rinehart and Winston. \$7.95.

Human reactions to psychedelic (mind-
manifesting) drugs, especially peyote and

LSD-25, are no easier to comprehend than
those to hypnosis; and unfortunately these
investigators possess neither the credentials
(as indicated by the meaningless identifica-
tion provided on the blurb by their usually
reputable publisher) nor the objectivity and
restraint of Hilgard et al. (see above). This
book is recommended, nevertheless, because
it illustrates not only the effects of these
drugs by citing a few experiments and many
anecdotal protocols, but also the kind of un-
documented, somewhat irresponsible (though
sincere) presentation of a subject which
therefore has caught the popular and espe-
cially the youthful fancy.

*Unobtrusive Measures: Nonreactive Re-
search in the Social Sciences.* Eugene J.
Webb, Donald T. Campbell, Richard D.
Schwartz, and Lee Sechrest. Rand McNally.
\$3.50.

Since "some 90 per cent of social science
research is based upon interviews and ques-
tionnaires" which by their nature often yield
distorted data, these selfconsciously icono-
clastic scholars provide a sparkling survey
of supplementary or substitutable methods:
inferences about people from their effects on
the environment; archives and other endur-
ing records; spontaneous or controlled ob-
servation. The assets and liabilities of each
method are breathlessly, enthusiastically
trumpeted, and the ethical issues raised by
deceiving, deceptive research are squirm-
ingly examined.

*The Voices of Time: A Cooperative Survey
of Man's Views of Time as Understood and
Described by the Sciences and by the Hu-
manities.* Edited by J. T. Fraser. Braziller.
\$12.50.

A doleful, semi-successful attempt to com-
prehend the functioning of time by seven
physicists, five philosophers, four biologists,
three psychiatrists, two psychologists, and
one scholar each from the fields of religion,
music, mathematics, linguistics, and hor-
ology. The synthesis is perforce incomplete
because—the cliché cannot be restrained—the
real issue is virtually the nature of life
and man; hence no reader can fail to find
here at least a single nugget of enlighten-
ment and bafflement.

NORMAN J. PADELFORD

*Thailand: The Modernization of a Bureau-
cratic Polity.* Fred W. Riggs. East-West
Center. \$10.

A deeply thoughtful appraisal of the dynam-
ics of Thai politics in terms of the modern-
ization process. Through its secular, polit-
ically oriented cabinet system, Thailand has
saved itself from foreign domination while at
the same time avoiding reaction on the one
hand or extremism on the other. An astute,
excellently written study of one of the few
instances of an eastern nation becoming
modernized while retaining its own unique
culture.

*Diplomats, Scientists and Politicians: The
United States and the Nuclear Test Ban
Negotiations.* Harold Karan Jacobson and
Eric Stein. Michigan. \$8.50.

A discerning reconstruction of the steps
leading to the test ban treaty by two Michi-



gan professors based upon examination of available records and extensive interviews with the principals involved. The negotiations are seen as a critical test of the adaptability of Western decision making to innovations in technology. Among the issues discussed are the integration of scientists into the policy process, procuring enough of the President's time to obtain effective direction, overcoming ambiguities in defense policy. Although it is still too early to tell whether the treaty marked a turning point in the nuclear era, the authors feel that the lessons learned have made a distinctly useful contribution to American policy making. A lasting work of scholarship.

The American People and China. A. T. Steele. McGraw-Hill for the Council on Foreign Relations. \$5.95.

A volume designed to encourage a fresh look at the problems of Western-Chinese relationships. After tracing the course of American attitudes since 1937, and the manner in which opinion has been registered in Washington, the author pleads for a wider dialogue and the registering of more liberal views with the decision makers.

American Foreign Policy: Beyond Utopianism and Realism. Donald Brandon. Appleton-Century-Crofts. \$5.95.

Believing that America has not yet grown up to the responsibilities thrust upon it, the author urges pursuit of the middle way based upon the great tradition of Western civilization.

Dag Hammarskjöld: A Spiritual Portrait. Sven Stolpe. Scribner's. \$3.95.

A sensitive portrayal of the man by an eminent Swedish writer based on personal acquaintance and study of the Hammarskjöld diary. The late Secretary-General is characterized as a lonely Christian mystic, utterly dedicated in great humility to the advancement of mankind. A thoughtful supplement to Hammarskjöld's *Markings*.

International Peace Observation: A History and Forecast. David W. Wainhouse and Associates. Johns Hopkins. \$10.

A carefully documented series of case studies of the methods, procedures, and results of peace observation and peacekeeping activities under the League of Nations, the United Nations, and the Inter-American system. A useful comparative study.

The Communist Revolution in Asia: Tactics, Goals, and Achievements. Edited by Robert A. Scalapino. Prentice-Hall. \$10.

A dozen scholars survey trends in Asian Communism as Marxist-Leninist themes offer promise of release from caste, class, and economic exploitation to millions. Many parties are found to be walking in step with Peking's tactics and interpretations of Communist goals.

GEORGE N. SHUSTER

The Pursuit of Certainty. Shirley Robin Letwin. Cambridge. \$9.50.

Here are scintillating essays on David Hume, Jeremy Bentham, John Stuart Mill and Beatrice Webb, written in a mood of ironical detachment which, however, seldom diverts the author from her main theme, which is

to discuss "the conception of what sort of activity politics is," as entertained by the four "utilitarians." Life was never more replete with paradoxes than it was in this segment of British thought and experience. The author makes the most of them in brilliant but unemotional prose.

The Life and Thought of Chang Hsueh-ch'eng (1738-1801). David Shepherd Nivison. Stanford. \$8.50.

This is a fascinating, well-documented study of a "pre-Western influence" Chinese historian and critic, and can be read with profit and some pleasure even by those of us who know very little about Chinese history and literature. Chang believed that man learned about himself through the study of history, not through the study of ideas. Yet history is not a process of chronicling but a gaining of insight into the universal moral order.

Philosophy in Process. Vol. I: 1955-1960. Paul Weiss. Southern Illinois. \$15.

New England divines of yore are said to have pinned slips of papers to their clothes in order to retain thoughts which occurred to them as they walked. Weiss's book is a compilation of notes on philosophical observations typed as they came to mind. It is therefore a confused and confusing book. But at least in part it is a gold mine. A good sample is the note on teaching (pp. 752-53).

The Book of God and Man. Robert Gordis. Chicago. \$10.

A new translation of the Book of Job is combined here with exegesis concerned with history, meaning and form. Though no one volume can review everything which has been written about the most haunting text in the Old Testament, Rabbi Gordis' commentary is a truly masterly survey. He elucidates his own interpretations and emendations of the text with force and skill. Though intended for scholars, this work can be warmly recommended to alert students of theology and poetry.

The Sciences and the Humanities. W. T. Jones. California. \$6.50.

Professor Jones, of Pomona College, has evidently discussed the problem of the "two cultures" in depth with himself, students, and colleagues. He makes a somewhat familiar distinction between language and Reality but proposes a synthesis which seeks to do justice to both parts of the dichotomous equation while ironically suggesting that they are not so diverse after all. The book is well written, with a minimum of bibliographical references and no index.

Propaganda: The Formation of Men's Attitudes. Jacques Ellul. Knopf. \$8.95.

In his introduction to this far-ranging book, Konrad Kellen says that Ellul "never relies on statistics or quantification. . . but on observation and logic." Of special interest at any rate is his criticism of efforts to diagnose the effects of propaganda through after the fact questioning. He is a disturbing and challenging, though not always convincing writer, perhaps fortunately so.

ROBERT B. HEILMAN

A History of Greek Literature. Albin Lesky. Translated by James Willis and Cornelia de Heer. Crowell. \$15.

Landmarks in Greek Literature. C. M. Bowra. World. \$8.95.

Lesky's massive 1958 work, now first Englished, is quite readable despite indefatigable and inclusive scholarship. In a series of essays at once graceful and dignified, Bowra guides the intelligent laity through Greek literature from Homer to the Alexandrians. Bowra's literary sense, critical acumen, and a marked ability to communicate the felt life of the texts never fail.

The Complete Letters of Lady Mary Wortley Montague. Vol. I, 1708-1720. Edited by Robert Halsband. Oxford. \$13.45.

Vol. I (of three) contains principally the courtship and marriage series and the Constantinople series. They are remarkable reading: the former all but constitute a romantic novel; the latter are a sharply observant account of most of Europe and the Near East. The apparatus is ample and unobtrusive.

Earthly Paradise: Colette's Autobiography. Drawn from her writings by Robert Phelps. Translated by several hands. Farrar, Straus & Giroux. \$6.95.

The Diary of Anais Nin—1931-1934. Edited with an Introduction by Gunther Stuhlmann. Harcourt, Brace, & World. \$6.95.

Both autobiographical accounts involve editorial selection. Colette, primarily the novelist, writes about herself, family, and friends as if they were characters in a novel. Rich sensory details elaborate full social history; inner life tends to be implicit. Miss Nin, essentially a diarist, subordinates everything to the record of her psychic and emotional life. Exceptionally perceptive, and without any aggressive-defensive maneuvers, she makes detached, penetrating observations on herself and others. The evolution of personality is almost novelistic.

James Boswell: The Earlier Years—1740-1769. Frederick A. Pottle. McGraw-Hill. \$12.50.

This biography makes full use of the enormous body of new material now available. The story is hardly less fascinating than that told in the journals recently issued. The author, always in command of masses of foreground and background material, writes fluently and urbanely, and does not overpress the theme of Boswell as literary man.

The Unbelievers: English Agnostic Thought 1840-1890. A. O. J. Cockshut. New York. \$5.

An admirably plain and direct study of the kinds of doubt and unbelief, of the persistence of Christian feeling and ethics in secularized forms, and of the growth of alternative systems in Victorian intellectual and literary figures, major and minor.

The Accents of Persuasion: Charlotte Brontë's Novels. Robert B. Martin. Norton. \$6.

Lucid, reliable, and unpedantic study of plot and language in their relation to structure and meaning.

differed greatly in the kind of formal program they offered. The University of Oregon held an Institute for Advanced Study in the Arts and Humanities for 50 secondary school teachers from Oregon, Washington, Idaho, Montana, Alaska, and Hawaii. The purpose of the institute was to expose participants to materials for humanities courses designed for junior and senior high school classes. To qualify for this institute, each participant had to have served at least three years as a full time teacher or supervisor of English, history, music, art, or dramatics in public or private school and not to be within five years of retirement.

A seven-week Institute on the Humanities and the Human Condition, designed for teachers in elementary schools, was sponsored by Bemidji State College in Minnesota. The 40 participants came from elementary schools in Northern Minnesota, Wisconsin, and Eastern North

Dakota. The institute offered a survey course on the artistic and philosophic heritage of Western Man. The course was supplemented by a three-part syllabus of 300 pages, which was primarily a catalog of teaching aids, materials, and textbooks available in the arts, music, and language arts, and which also suggested methods and activities for presenting the humanities to the elementary school age child.

The University of Vermont sponsored a four-week Institute on Elizabethan Art and Literature which, unlike other institutes, had been offered the year before by the University from its own funds. Six hours of credit were given to the 60 secondary school teachers who attended. The two major components of the program were a study of the literature, arts, and manners of the Elizabethan period and a study in depth of three Shakespearean plays. The institute worked closely with the Champlain Shakespeare

Festival and participants attended rehearsals as well as evening performances of the plays. Lecturers and performing artists such as Maurice Evans, Richard Dyer-Bennett, Alfred Deller and Robert Conant were brought to the institute to talk to the participants.

The institutes program and the matching grants and loans program have made a modest beginning. They serve as pilot demonstrations of what can be accomplished, but their impact is seriously limited by the lack of funds. Officials at the Office of Education are hopeful that when Congress meets again to consider the programs, it will either substantially increase the present appropriation or put the programs under the National Defense Education Act, which has approximately eighty-eight million dollars for matching grants and loans and thirty million dollars for teacher training institutes.

Some Reflections on the Historian's Job and His Audience (continued from page four)

bring new opportunity to millions will bring new and intractable problems to us. But there is no reason to allow this prospect to daunt us; and to attempt to ignore the problems as they rise, while giving ourselves over to that heedless enjoyment of material pleasures that is already dangerously widespread in our country would be to invite the wrath of God which falls upon all nations that allow their vital energies to be sapped by luxury. Many centuries ago, the Roman historian Livy, writing a history of his own country at a time when Rome was in a position in some ways similar to the one in which we find ourselves today, wrote:

I hope my passion for Rome's past has not impaired my judgment, for I honestly believe that no country has ever been greater or purer than ours or richer in good citizens and noble deeds; none has been free for so many generations from the vices of avarice and luxury; nowhere have thrift and plain

living been for so long held in such esteem. Indeed, poverty with us went hand in hand with contentment. Of late years, wealth has made us greedy, and self-indulgence has brought us, through every form of sensual excess, to be, if I may so put it, in love with death both individual and collective.

But the study of history is the best medicine for a sick mind; for in history you have a record of the infinite variety of human experience plainly set out for all to see; and in that record you can find for yourself and your country both examples and warnings: fine things to take as models, base things, rotten through and through, to avoid.

The Romans did not take that advice seriously. We should be warned by their fate and go toward our future with a pride in our past that is coupled with the energy and the flexibility and the new perspective that we will need to cope with the problems of our world.

the **KEY** reporter

volume xxvii • number one • autumn 1966

Editor: Diane Threlkeld

Consulting Editor: Carl Billman

Editorial Committee: Irving Dilliard, William F. Hahnert, Robert H. Irrmann, Raymer McQuiston, Mary F. Williams.

Published quarterly (Autumn, Winter, Spring, and Summer) by the United Chapters of Phi Beta Kappa at the Garamond/Pridemark Press, Baltimore, Maryland. Editorial and executive offices, 1811 Q St., N.W., Washington, D. C. 20009. No responsibility is assumed for views expressed in articles published.

Advertising rates upon application. Single copies 20¢, ten or more copies 10¢ each. Subscription \$1.00 for one year, \$2.00 for two years, \$3.00 for five years. Second class postage paid at Washington, D. C.

Copyright © 1966 by the United Chapters of Phi Beta Kappa. All rights reserved.



THE KEY REPORTER
PHI BETA KAPPA
1811 Q Street, N.W.
Washington, D. C. 20009

Return Requested

Second class postage paid
at Washington, D. C.

