

## NEW OFFICERS AND SENATORS ELECTED

Edgar F. Shannon, Jr., was elected to a three-year term as president of the United Chapters at the triennial Council meeting held in October at Tulane University. Catherine Strateman Sims was chosen vice-president.

The newly elected president, who succeeds Robert M. Lumiansky, has been vice-president of the United Chapters since 1976 and a senator since 1967, and he is currently a member of the committees on the Visiting Scholar Program, Publications, Policy (chairman 1973–1976), and Investments.

President Shannon received his bachelor's degree from Washington and Lee University, his master's degree from Duke University, and his doctorate from Merton College, Oxford, where he was a Rhodes scholar. After teaching English at Harvard, he became a professor of English at the University of Virginia. From 1959 to 1974 he served as president of the university, and since 1974 he has been Commonwealth Professor of English there.

A distinguished humanist, President Shannon has been active in leadership positions in higher education associations and cultural foundations. He has published books and articles in the field of Victorian English literature.

Vice-president Sims is dean and professor of history, emeritus, at

Sweet Briar College. A graduate of Barnard, she received her master's degree and her doctorate from Columbia University and her Honorary Doctor of Letters degree from the University of St. Andrews in Scotland. She taught history and political science at Agnes Scott College, and she was vice-president and dean at the American College for Girls in Istanbul. Recently, she served as a visiting professor at Emory University.

The new vice-president has been a Phi Beta Kappa senator since 1973, a member of the Committee on Qualifications since 1967, and the chairman of that committee since 1973.

Twelve senators were elected for the term 1979–1985: Hazel E. Barnes, professor of integrated studies, University of Colorado; Gordon A. Craig, J. E. Wallace Sterling Professor of Humanities, Stanford University; Joan M. Ferrante, professor of English and comparative literature, Columbia University; Virginia Rogers Ferris, professor of entomology, Purdue University; Robert Allen Fowkes, professor of German and linguistics, emeritus, New York University; Robert B. Heilman, professor of English, emeritus, University of Washington; Norman Ramsey, Higgins Professor of Physics, Harvard University; Judith Lynn Sebesta, associate professor of classics, University of South Dakota; Edgar F. Shannon, Jr.; Catherine

Strateman Sims; Aileen Ward, professor of English, Brandeis University; and John D. Williams, professor of political science, University of Utah.

Finally, delegates voted to grant charters for new chapters to three institutions: Alma College, Alma, Michigan; Drew University, Madison, New Jersey; and Western Maryland College, Westminster, Maryland.

## DISTINGUISHED SERVICE AWARD GIVEN

Charles Frankel, the founder and first director of the National Humanities Center, posthumously received the Phi Beta Kappa Award for Distinguished Service to the Humanities in a ceremony at the triennial meeting.

The award was presented by Robert M. Lumiansky, outgoing president of the United Chapters. William A. Bennett, the current director of the National Humanities Center, accepted the gift on behalf of the Charles Frankel Fund at the center.

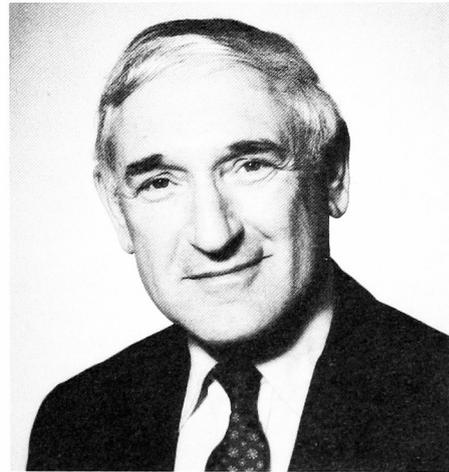
Dr. Frankel, a member of Phi Beta Kappa, received his doctorate from Columbia University and was a member of the faculty there for nearly forty years. He was appointed Old Dominion Professor of Philosophy and Public Affairs at Columbia in 1970. Between 1965 and 1967, he served as Assistant Secretary for Educational and Cultural Affairs in the U.S. Department of State. He was a leader in many organizations, among them (continued on back cover)



Edgar F. Shannon, Jr.



Catherine Strateman Sims



Charles Frankel

# The Practical Value of the Humanities and the Arts

by Carl F. Stover

## I

By tradition, institutions devoted to higher learning are characterized as communities of intelligent people, thinking together about the most important problems of their time, and dedicated to preserving and advancing knowledge, and to passing it on.

Their fundamental faith is multiple: in the powers of human reason, understood as the thought-feeling energies of the mind; in the virtue and possibility of intellectual freedom, revealed by learning and inventing, by mankind's unending ability to exceed the bounds of any system of man's invention; in the value and reality of knowledge, representing the mind's capacity to apprehend and order truth in all domains of human experience, and to improve on both; and, finally, in the unity of knowledge, at least to the extent that all fields may be related to and inform one another and that persons in different fields may be understood by one another.

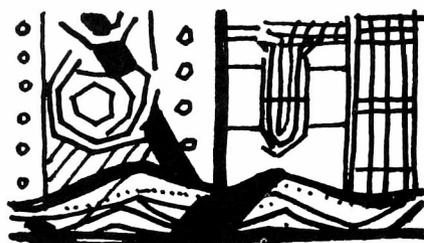
Reflecting this faith, their basic work is first in the dialogue, which is at the heart of education or the growth of the person, and which is the key to sustaining the academic community; second in study, which is the assessment, analysis, and development of what is known or thought knowable; and third in research, which supplements or corrects established knowledge and adds new. Mutually supportive, these are the essential tasks of an institution of higher learning. In striving to fulfill them with perfection, it maintains its own integrity and meets its proper responsibility to society.

## II

There can be little doubt that the branches of learning generally referred to as the humanities — history, philosophy, literature, classics, languages, and others — deserve a place in such institutions. So do the arts — music, painting, sculpture, drama, dance, film, and more — not merely as objects of study in the modes of other disciplines, such as history or mathematics or psychology, but as disciplines in their own right. Each of the humanities and each of the arts resides in intellectual orders of some power and offers particular ways of perceiving

and knowing and of ordering and presenting what is known. All focus, illuminate, and express some aspects of human action and experience more fully than any other discipline does. All provide paradigms useful by analogy in other fields of inquiry. All issue into professions, yielding creative achievements of consequence.

Twenty years ago, C. Day Lewis advanced some of these themes in a slim book, *The Poet's Way of Knowledge* (Cambridge University Press, 1957). To illustrate his argument, he invented a parable of the poet Wordsworth and



a young anthropologist, Jones, traveling in the Western Highlands of Scotland. They came upon a girl, alone in a field, wielding a sickle and singing a tune they had never heard before. Wordsworth engaged the girl in conversation, while Jones went back to the hotel for a tape recorder. Jones returned and persuaded the girl to sing again for his machine, while Wordsworth moved away, inexplicably covering his ears with his hands. C. Day Lewis then writes of the outcomes:

Jones got his recording, and having submitted it to musical experts, learnt that it was a Jacobite lament, in Gaelic, previously unknown. His curiosity stimulated, he presently returned to the neighbourhood of the glen and put in several months' hard field work. He found there an isolated pocket of earlier civilization almost untouched by modern communications. The girl, for instance, was reaping that field with a sickle, alone, in accordance with an ancient belief that to do so would ensure fertility in a young bride. The Jacobite lament had got superimposed upon this much more primitive custom as a result of the Young Pretender's having made a brief sojourn in the glen, in the course of which he begot several children. Jones set out his findings in an article contributed to a learned periodical: the article was entitled 'Some Notes towards a Survey of Residual Culture-Patterns in the Western Highlands of Scotland'. This article started a lively correspondence: a fellow-anthropologist, for instance, wrote to tell Jones that he had observed curiously similar fertility-rites in the Trobriand Islands. Gradually, a mass of facts was accumulated. Brooding over these, Jones one day in a flash of illumina-

tion perceived a certain thread running through them, relating them. Cautiously, perseveringly he tested it: the thread held firm. He had discovered a law. Jones' First Law, as it is called, is familiar to all anthropologists, and I need not trouble you with it.

Meantime, Wordsworth also had made his contribution to knowledge. It, too, is familiar:

Behold her, single in the field,  
Yon solitary Highland Lass!  
Reaping and singing by herself;  
Stop here, or gently pass!  
Alone she cuts and binds the grain,  
And sings a melancholy strain;  
O listen! for the Vale profound  
Is overflowing with the sound.

No Nightingale did ever chaunt  
More welcome notes to weary bands  
Of travellers in some shady haunt,  
Among Arabian sands:  
A voice so thrilling ne'er was heard  
In spring-time from the Cuckoo bird,  
Breaking the silence of the seas  
Among the farthest Hebrides.

Will no one tell me what she sings?  
Perhaps the plaintive numbers flow  
For old, unhappy, far-off things,  
And battles long ago:  
Or is it some more humble lay,  
Familiar matter of today?  
Some natural sorrow, loss, or pain,  
That has been, and may be again?

Whate'er the theme, the Maiden sang  
As if her song could have no ending;  
I saw her singing at her work,  
And o'er the sickle bending;  
I listened, motionless and still;  
And, as I mounted up the hill,  
The music in my heart I bore,  
Long after it was heard no more.

Why have the unique contributions of the humanities and the arts usually held such a small place in American colleges and universities? The answer is not difficult.

Institutions of higher learning tend to reflect the dominant spirit of society, not least because they are economically dependent and competing for private and public support. Their needs and opportunities often outrun their resources; they must make difficult choices among various good things. Not unnaturally, what society prizes is usually honored first.

We have been a country of achievers, moved for generations by the ideal of material progress, and we have emphasized and rewarded those practical things that would help us build, grow, and otherwise gain. We have used education, study, and research to serve these ends, measuring their effectiveness primarily in economic terms. Knowledge for use has been the governing principle. Earning capacity has been an all too frequent measure of the worth of an academic degree.

Thus colleges and universities have found it difficult to control their own destinies in accord with traditional views of their functions and mission. Indeed, most have supplanted such goals with utilitarian doctrines of economic and social service.

No matter how traditionally important the humanities and the arts have been to higher learning, they are unlikely to be given a larger place — their proper place — in today's academic communities unless their practical benefits can be demonstrated, which is to say, unless society is willing to value them more highly, both as ends in themselves and as means to other ends.

### III

There are favorable signs.

Government programs are something of a bellwether, since our governments at all levels do tend to provide more or less what the people want, albeit often imperfectly and only after great travail. During the second half of this century, leaders throughout the country have recognized the humanities and the arts as not just a special interest, but a general interest. As a result, there has been substantial government action.

The landmark was the establishment in 1965 of the National Endowment for the Humanities and the National Endowment for the Arts. Their combined annual budgets have grown from \$5.7 million in fiscal year 1966 to about \$295 million at present.

The number of grant applications to the two national endowments has grown phenomenally, from just under 2,500 in 1966 to more than 26,000 in 1977.

Only a dozen states had arts agencies when the Arts Endowment came into being, but encouraged by Federal dollars becoming available through the endowment's basic state grants, the remaining states had them by 1967. With the District of Columbia and the territories, they have 1979 budgets totaling \$82.1 million, exclusive of Federal funds. Employing a slightly different pattern, the Humanities Endowment has formed humanities committees in each of the states and Puerto Rico, which grant funds in support of local and state humanities projects. Under various public programs, local governments have also expanded their cultural activities, especially in the arts, but there are no good estimates of how much money this entails. Some 175 official and unofficial community arts

councils existed in 1965, and that number is now well over 2,000, with more of them official.

Private philanthropy is also responding to the humanities and the arts. In the 1970s these fields have been the fastest growing area of philanthropic support, expanding almost threefold from 1970 to 1977. This does not include business expenditures through public affairs or advertising budgets, which have been particularly high for public television programming and museum exhibits, nor does it take account of "in kind" contributions of personal services and materials coming from business and others to cultural organizations.



The arts have remarkable vitality everywhere in America. Fifty-eight professional orchestras existed in 1965; now there are more than 160. Twenty-seven professional opera companies then have increased to almost 50; 37 professional dance companies to just under 200; 23 professional theaters to a whopping 326; 1,700 museums to almost 1,900. One regional media center a decade and a half ago has given way to 15; 450 small literary magazines to 800; and 200 independent presses to 450.

Making a similar observation for the humanities, Joseph Duffey, the Humanities Endowment's chairman, wrote this in his report to the president and the Congress for 1977:

The number of . . . (persons) who participate in learning in the humanities through museums, libraries, public radio and television, and through the simple acts of an evening's reading and conversation, greatly exceeds those in formal education. . . . In the six months I have been Chairman of the Humanities Endowment, I have witnessed the extraordinary vitality of curiosity in our society. I have seen a hunger for values and meaning among Americans in all walks and stations of life.

Why should such things be true? The underlying politics of the country has had a lot to do with it, beginning after the Second World War. Even as the managerial, technological, and scientific systems — what Zbigniew Brzezinski terms "technetronic" systems — were demonstrating some of

their greatest achievements, they were revealing a dark side. Subordinating the particular to the general, qualities to quantities, and the individual to the system, they provide means and offer lessons unfriendly to the democratic spirit, especially as they weaken in all persons the private sense of a unique and responsible self. Formidable in enabling human action, they demonstrate limitations as guides to the direction and control of that action. Capable of influencing the whole of life, they proceed from systems of cognition and structures of knowledge incapable of comprehending that whole.

To bring such matters into critical perspective and protest them require paradigms different from those offered by technetronics. The creative arts and humanities traditionally offer this service. As Robert Penn Warren observes in *Democracy and Poetry*, they are " 'diagnostic,' . . . a social document" and have throughout our history "analyzed and recorded a crucial ailment of our democracy: the progressive decay of the notion of the self." He says they are also " 'therapeutic' . . . [and] in the face of the increasingly disintegrative forces in our society . . . [they] may affirm and reinforce the notion of the self." Thus it was no surprise that the creative humanities and arts came to the fore in the politics of the sixties. Providing for a humane criticism, humanely expressed, they helped reopen the door to human potentiality.

This reminds me of what John D. Rockefeller, 3rd, said in *The Second American Revolution* about our country's third century being the time to fulfill the human values of the American Revolution. His words bring to mind the eloquence of many Blacks, Hispanics, and Third World nationals who have told me that in their cultures the humanities and the arts are not something apart from but something integral to life and that they are essential in maintaining the identity of their communities and persons and defining their relationship to the worlds of man and nature. The growing vigor of creative expressions in minority cultures is testimony to this — a vigor increased by their desires to establish more clearly their capacity to bring something unique to the American whole, even as they seek and achieve a better place within that whole.

When I was working with the editorial board of the *Encyclopaedia Britannica*, one of my mentors, Scott Buchanan, characterized the educational aims of the book, in contrast to its "hunt and find" aims, in these terms: "It should be the kind of book where, if volume



M were found in a trash heap by a reasonably bright boy, he could study the article on mathematics and develop from that the capacity to invent a new mathematics." Something like that is also relevant to the setting of policy for the cultural life of a society. We need our excellences, we need them conveyed in ways that make new excellences possible, and we need to put them where they can be reached for whatever the holder may then make of them.

An often hidden question is whether the humanities or the arts can be properly cultivated and made available without waste. The answer is clearly no — no more than science or technology can. In all of these domains, in all of human thought, important as it is to maintain standards of perfection, it is even more important to hold open the possibility of error.

Part of my life has been devoted to working with physical and life scientists and engineers. In those days, it was not uncommon for us to talk about the importance of play in science and engineering as a way of moving people from production to discovery. We could even demonstrate that it was cost-effective to play kriegspiel on office time. If true in the sciences, how much more true in the humanities and the arts.

My observations have become a bit anecdotal, my arguments somewhat impressionistic. Given the subject, this is not altogether inappropriate. We require for its understanding not only what Bertrand Russell called "power knowledge," given by science, but also what he called "love knowledge," the knowledge that comes from the intuitive and imaginative grasp of nature and man — the knowledge of the humanities and the arts.

#### IV

In our tradition, we hold that each person should become all that he or she is capable of being. In our history, we have sought the fulfillment

of this moral imperative largely in material terms. In our time, we encounter the manifold expressions of the human spirit seeking a greater realization of its imminent potentialities.

People are using the opportunities of a technetronic age to move above, beyond, and behind it, finding ways to bring it under control and even more, to control its effects in their lives. Trying to liberate themselves, they pursue liberating experiences, often through the humanities and the arts. Knowingly or not, they embark on what we customarily call liberal studies — the sort that do not commit the mind to a specific trade, profession, discipline, or science, but develop it for its own sake and for the comprehension of its own proper object, which is the perfection appropriate to the person.

The trouble with a great deal of formal education in the technetronic age is that it strives too hard to be relevant. A useful purpose is stated, typically related to the practical world of work, a curriculum is designed, and students are trained to become functional instruments in some process of service or production. Transmitting the curriculum becomes more important than the students' growth and development.

We need good engineers, but we suffer them unless they grasp more than engineering; we require skilled private and public administrators, but they must be able to relate their specialized decisions and other actions to broader concerns about the quality of the common life and the realization of the principles to which the society and the nation are committed. As the craft guilds understood, the excellence and wisdom required in every pursuit, no matter how humble or how exalted, cannot be achieved by mere technicians, but only by whole men and women.

Whether made a part of formal education or of that education which is lifelong, the humanities and the arts can correct the vision of the narrowly trained. In this is their relevance.

Carl Stover is president of Cultural Resources, a non-profit organization encouraging private action in behalf of the arts and culture. Earlier he served as president of several public affairs organizations, including the National Committee on U.S.-China Relations, Federalism Seventy-Six, and the National Institute of Public Affairs. A political scientist, he has also worked with the Center for the Study of Democratic Institutions, the Board of Editors of *Encyclopaedia Britannica*, and the Brookings Institution and has taught at Stanford University. He is the author of *The Technological Order*, *The Government of Science*, and other works.



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# reading recommended by the book committee

## humanities

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

## social sciences

EARL W. COUNT, RICHARD BEALE DAVIS,  
LEONARD W. DOOB, ANDREW GYORGY,  
MADELINE R. ROBINSON, VICTORIA SCHUCK,  
JAMES C. STONE, ELLIOT ZUPNICK

## natural sciences

RUSSELL B. STEVENS, RONALD GEBALLE

### RUSSELL B. STEVENS

**On Human Nature.** Edward O. Wilson. Harvard. \$12.50.

Dr. Wilson's position on what has come to be called sociobiology has generated sharp opposition, but he writes exceedingly well and, to my mind, highly convincingly. This is the third in a series of three books that has moved from a study of insect societies, through general sociobiology, to a consideration of human nature. He says, "I might easily be wrong," and he pleads for objective testing, lest the scientific spirit "falter." In my view, the central message of this work is likely to be proved essentially correct—correct or not, it deserves careful and objective consideration.

**Beast and Man: The Roots of Human Nature.** Mary Midgley. Cornell. \$12.50.

To be fair, and to provide a second point of view, one could do substantially worse than to add Midgley's text to Wilson's. She takes issue with him on several points, some rather sharply, but the debate is joined openly and fairly. Quite possibly the sum of both volumes is appreciably more useful and worthwhile than either alone.

**Food and Drink in History.** Eds. Robert Forster and Orest Ranum. Trans. Elborg Forster and Patricia M. Ranum. Johns Hopkins. \$14; pap. \$4.95.

It is possible that my fascination with this curious collection of materials translated from the French stems from naïveté. In any case, it is to me the kind of science/history mix that was—and I believe still is—largely missing from high school and college education as I encountered it. Yet it makes the past real, and that is all too rare. The titles of chapters reflect the content—"The Potato in the 18th Century," "The Family Pig of the Ancien Régime," "The Art of Using Leftovers: Paris, 1850–1900," etc.

**Open Spaces: The Life of American Cities.** August Heckscher. Harper & Row. \$20.

"Everyone knows American cities are in trouble." "Open space, in all its variations . . . gives life to an otherwise inert human settlement; and . . . becomes the deepest source of its vitality, pleasures and meaning." Lying between these, the first and last sentences of his book, Heckscher's attractive prose deals with "cities as they exist." With a wealth of detail, with diagrams, maps and excellent photographs, the author shows what is good and what is bad about the urban environment, what has been achieved

and what has been clumsily lost. His is a message generally of encouragement, well worthy of attention.

**The Rivers Amazon.** Alex Shoumatoff. Sierra Club. \$10.

There are a number of useful pieces of information in this highly readable volume. It is a clearly personalized account, by one who is more journalist than scientist, of an extensive journey through the vast Amazonian regions of South America. As such, by far its chief appeal lies in the cluster of vivid impressions conveyed—ranging from the most primitive cultures of the natives of the deep forests, through areas of major agricultural enterprise, to the futuristic city of Brasilia. As the apparent worldwide crisis in the survival of the humid tropical forests worsens, it is imperative that more people become aware of what they are really like. Shoumatoff's book should not be taken as definitive; but it is an excellent place to begin. Regrettably, the illustrations are few and not especially informative.

**One Day on Beetle Rock.** Sally Carrighar. Nebraska. \$3.25.

If read with care, this little paperback presents a delightful picture of the complexity of the living world in what would appear to the uninitiated as a rather simple natural scene. But it must be read with care, for the author, who writes very well indeed, has chosen to invest her animals with human emotions. In doing so, she makes a most persuasive story, but at the cost of going well beyond what biologists can demonstrate with any measure of certainty.

### ELLIOT ZUPNICK

**Reflections of an Economic Policy Maker, Speeches and Congressional Papers, 1969–1978.** A. F. Burns. American Enterprise Institute. \$10.

Although these papers contain few surprises and provide little additional insight, they are indispensable for anyone interested in the process of economic policy formation during a critical period. The papers in this collection address five broad areas: free enterprise and growth, inflation and unemployment, fiscal responsibility, sound money and banking, and international finance.

**The Political Economy of Inflation.** Eds. F. Hirsch and J. H. Goldthorpe. Harvard. \$14.

The papers in this volume were written by political scientists and sociologists. If there is an underlying theme, it is that

the economists' approach to inflation is overly simplistic and their prescriptions are, by and large, irrelevant. The authors of these papers do not, however, offer systematic alternative hypotheses or solutions. Most economists will readily agree that once the process has begun, inflation is more than a monetary phenomenon. Many will also agree that more attention should be paid to "structural factors." It is hoped that future contributions to this area by political scientists and sociologists will move beyond these obvious points.

**Borrowing by Developing Countries in the Euro-Currency Market.** P. A. Wellons. OEEC. \$20.

The huge increase in oil prices since 1973 has driven many less developed countries into the Euro-currency market for the finance needed to pay their swollen import bills. This OEEC study documents the experience of ten less-developed countries from Asia, Africa, and Latin America in this market. Although Wellons is somewhat reluctant to draw conclusions, the data he gathered permit the enterprising reader to do so if he wishes.

**The Subsidized Muse: Public Support for the Arts in the United States.** D. Netzer. Cambridge. \$14.95.

Should the arts be subsidized? If so, how can this best be done? These are the two questions Dick Netzer explores in this Twentieth-Century Fund study. Netzer makes a strong case for subsidies, analyzes the impact of past subsidies, and advances specific funding recommendations. Netzer's study is controversial and is not likely to satisfy completely either the practitioners or the students of the subject. The study will have more than served its purpose, however, if it stimulates further thinking about this interesting, important, and neglected area.

**The Great Recession.** O. Eckstein. North Holland. \$24.50.

According to Professor Eckstein, the 1973–1976 recession was not a critical turning point in western economies; it was instead the result of a concatenation of specific adverse developments—the energy crisis and the agricultural price explosion—as well as ill-advised monetary policies. Eckstein argues vigorously against peacetime price and wage controls and contends that a "Keynesian" approach to economic stabilization is still viable. The debate continues.

### ROBERT B. HEILMAN

**The Modes of Modern Writing: Metaphor, Metonymy, and the Typology of Modern Literature.** David Lodge. Cornell. \$17.50. Striving against the heaviness and obscurity that too often dog such discussions, Lodge uses two basic Roman Jakobson concepts to distinguish literary and nonliterary discourse and especially to throw light on "modernism," "anti-modernism" (traditional realism), and "post-modernism." He makes excellent criticisms of illustrative literary texts.

**Tolstoy Remembered.** Tatyana Tolstoy. Trans. from the French by Derek Coltman. McGraw-Hill. \$14.95.

Tolstoy appears intermittently in his daughter's childhood reminiscences (two thirds of the book), directly in the full account of his matrimonial clashes in the years before his death, and frequently in an appended series of thirty brief vignettes. The pastiche does create a sense of Tolstoy's personality.

**The Chronicle of Leopold and Molly Bloom: "Ulysses" as Narrative.** John Henry Raleigh. California. \$12.50. Raleigh's rearrangement, in chronological order, of the *Ulysses* elements susceptible of this treatment helps to clarify a complex work and incidentally becomes a rather readable story in itself.

**Elizabeth Bowen.** Victoria Glendinning. Knopf. \$12.50. This low-key, compact, very intelligent biography, at times anecdotal, at others independently critical, pictures the novelist as growing artist, as interpreter of personal experience, and as social being of great vigor, charm, and wide interests. Glendinning's discretion leaves some relationships open to further accounting.

**The Oxford University Press: An Informal History.** Peter Sutcliffe. Oxford. \$15. Concentrating on the later life (1830–1950) of a great university press, Sutcliffe writes, often wittily, not only of publications and policies, but of personalities, university life and style, and the history of culture and ideas, all of which influenced the annual lists.

**My Life.** George Sand. Trans. and adapted by Dan Hofstadter. Harper & Row. \$12.95.

**Lélia.** George Sand. Trans. Maria Espinosa. Indiana. \$12.50. Englished for the first time, the autobiography and the novel both reveal that Sand's strength lies in the expert presentation of the feelings of the occasion and the details of the scene rather than in the ordering of the narrative outline. The novel describes varieties of love from idealization to sensuality. The autobiography, given shape by the translator's vast reduction of the unwieldy original, vividly portrays relations with family and friends during Sand's first thirty years. Her lover Chopin is fully pictured.

**Emily Bronte: A Biography.** Winifred Gérin. Oxford. Pap. \$6.95. A new paperback edition of the best book on Emily Bronte. Eighteen illustrations.

**Iaiá Garcia.** Machado de Assis. Trans. by Albert I. Bagby, Jr. Kentucky. \$12.50. In a novel that just precedes his high period, the great Brazilian writer analyzes an unusual triangle — step-mother, stepdaughter, and the man loved by both. A serious comedy is laced with human tensions that could produce tragedy.

**Bloomsbury: A House of Lions.** Leon Edel. Lippincott. \$12.95. Urbane and perceptive portraits of two women (Vanessa Bell and Virginia

Woolf) and seven men, "strung together as one string of beads."

#### LEONARD W. DOOB

**Mind in the Heart of Darkness: Value and Self-Identity Among the Tswana of Southern Africa.** Hoyt Alverson. Yale. \$16.

A sensitively documented, anthropological-philosophical account of how these people, whether eking out an existence in the Kalihari Desert or working temporarily under harsh conditions in South African mines, have been able to find conscious meaning in their lives and to emerge with proud, robust personalities. Through an exploration of their culture and especially of their language and values, the author convincingly and challengingly argues that their minds have not been colonized and hence by and large they do not have "the scars of bondage" often assumed to characterize the downtrodden.

**Accounting for Genocide.** Helen Fein. Free Press. \$15.95. An incredibly exhaustive, definitive, historical-sociological description of the holocaust, accompanied by detailed, firsthand recollections by victims concerning their feelings and actions at the time. The scholarly, statistical analyses reveal that almost all "the variation in victimization" from country to country in Europe can be accounted for by the variables of prewar anti-Semitism and SS control in 1941. Genocide, including the massacres of the Armenians by the Turks in 1915 and of the Gypsies by Hitler's clique, is thus brought within a scholarly perspective without diminishing its horror.

**Students, Values, and Politics.** Otto Klineberg et al. Free Press. \$15.95. A monumental, modest analysis—beautifully printed—of the replies to virtually every conceivable relevant political, moral, social, and educational issue embodied in a gigantic questionnaire (ca. 170 items). Cooperating were adequately large, representative samples (ranging from 191 to 1,100) of university students in eleven countries (Australia, Austria, France, Great Britain, Italy, Japan, Nigeria, Spain, Tunisia, United States, and Yugoslavia) during the years of the so-called revolt (1969–1970), as well as admittedly inadequate samples in France and the United States in 1970. Nothing sensational emerges other than a careful typology (conservative, democratic, progressive, revolutionary) as the basis for the cross-cultural comparisons; yet as a significant tool to comprehend precisely a generation as well as differences among nations at the time, this carefully assembled collection of data will be a valuable source book.

**A Source Document in Schizophrenia.** Julius Laffal. Gallery Press. \$17.95. The verbatim reproduction (with introductory comments) of thirty interviews with an agile, bright, young, sadly disturbed veteran conducted by a permissive, compassionate therapist. The material is fascinating per se and

substantiates the thesis that schizophrenics use language not to communicate but to express the feelings and thoughts of their own solipsistically encased private consciousness. The literature on the subject is also reviewed, and some insight into the patient's language is obtained through the computer-manipulated analysis of his speech.

**Masculinity and Femininity.** Janet T. Spence and Robert L. Helmreich. Texas. \$14.95.

A notable effort to analyze statistically a "bewildering mass of data" supplied largely but not exclusively by white American high-school students who responded to a variety of paper-and-pencil questionnaires. Although this "progress report," which definitely is not bedtime reading, includes copious references to investigators who have focused upon the problem of sex differences, no clear-cut conclusions concerning the intriguing, perennial problem emerge other than the probability that most stereotypes of course are invalid and that distinctive personality traits are not always or consistently sex-linked.

#### FREDERICK J. CROSSON

**Ernst Cassirer: the Dilemma of a Liberal Intellectual in Germany, 1914–1933.** David R. Lipton. Toronto. \$15.

**Symbol, Myth, and Culture: Essays and Lectures of Ernst Cassirer, 1935–1945.** Ed. D. P. Verene. Yale. \$22.50.

By a happy coincidence, these two volumes appear together and allow us to reflect on the significance of the life and thought of one of the century's major philosophers. Lipton's very good intellectual biography is the first general survey of Cassirer and spans the years from his early extension of neo-Kantianism toward the humanities to his departure from Germany under Nazi pressure. As an Enlightenment liberal, a Jew (the first Jewish rector of a German university), and a European rationalist, Cassirer tried to understand and to come to terms with the infra-rational, anti-Semitic, and nationalist forces in the Weimar Republic that were leading to Naziism. His philosophy of the symbolic function of language, myth, and science fused Kant and Hegel, but his rationalism limited his ability to meet the legal and political currents in Germany on the concrete level. The essays and lectures show him reassessing his earlier work and meditating on the tenuous and fragmentary nature of human culture, but still confident that a larger notion of reason could incorporate the development of the humanities as well as science.

**Ruth: A New Translation with a Philological Commentary and a Formalist-Folklorist Interpretation.** Jack M. Sasson. Johns Hopkins. \$16.50.

The text of Ruth takes up only three pages in this 300-page study, which indicates the scope of the scholarly apparatus. But any interested reader will find the commentary illuminating, and



students of literature will appreciate the application of Propp's categories of analysis to the structure of the tale.

**Philo of Alexandria.** Samuel Sandmel. Oxford. \$12.95; pap. \$4.50.

In contrast to the above, this study is specifically written for the general student of the history of religion and philosophy, to provide an overview of the first great Jewish thinker who tried to integrate Scripture and Greek philosophy through an allegorical interpretation of the former. While not uncritical of the works of Goodenough and Wolfson, it aims not to replace them but to make Philo more widely accessible, and it succeeds admirably.

**Freud and the Problem of God.** Hans Küng. Trans. Edward Quinn. Yale. \$8.95. This volume of Terry Lectures goes over well-worn ground in an intelligent manner, keeping quite strictly to Freud as distinguished from other students of religion and the unconscious. It does not advance on Ricoeur's lengthy studies, but it provides in smaller compass a critical appreciation of the latent roots of religious conviction.

**The Legend of Job in the Middle Ages.** Lawrence Besserman. Harvard. \$12.50. That most enigmatic and profound of biblical writings passed into the medieval world via a number of transformative retellings and exercised a wide influence on the imagination of the Middle Ages. This very fine scholarly treatise begins with an interpretation of the original story and traces its peregrinations up to the fifteenth century. A fascinating study of the history of an image.

**Martin Heidegger.** George Steiner. Viking. \$10.95.

One of a series on "modern masters," Steiner's is not a comprehensive analysis, but it is perhaps the best small introduction to Heidegger for the literate non-philosopher (and even for philosophers who have ventured into this difficult thinker). Steiner manages to shape the ponderous hyphenation of the texts into some graceful and penetrating prose.

## ANDREW GYORGY

**Soviet Policy Toward the Middle East Since 1970.** Robert Freedman. Rev. ed. Praeger. Pap. \$8.50.

In this revised and newly expanded work, Professor Freedman has included new and significant chapters on the current crisis points in the Middle East, namely, the struggle in Lebanon, the Sadat peace initiative, and the Carter administration's recent diplomatic efforts in the Middle East. Exceptionally well written and lucid, this survey is aimed at the general public.

**Red Star on the Nile: The Soviet-Egyptian Influence Relationship Since the June War.** Alvin Z. Rubinstein. Princeton. \$25.

Professor Rubinstein's approach in this important work is both chronological and analytical. The book is a fascinating review of the complex and contradictory

diplomatic and economic interrelationships of the U.S.S.R. and Egypt. The "October War" is particularly well presented. A major addition to the existing English language literature on Middle Eastern politics.

**Communism and Eastern Europe: A Collection of Essays.** Ed. F. Silnitsky, L. Silnitsky, and Karl Reyman. Karz. Karz Publishers should be congratulated for bringing together in one volume some of the major "samizdat," or underground, writings from Eastern Europe and in particular from such key and controversial countries as Czechoslovakia, Poland, Hungary, and East Germany. A well-edited and useful volume aimed particularly at the specialized student of East European politics.

**The United States in Prague, 1945-1948.**

Walter Ullmann. Columbia. \$15. This interesting study is volume 36 in the *East European Monographs* series ably edited by Professor Stephen Fischer-Galati of the University of Colorado. The entire series contributes substantially to the knowledge and understanding of a truly complex area. The current volume presents particularly intriguing chapters on "Czechoslovakia and the Marshall Plan" and on the role of the various political parties in the crucial 1945-1948 period.

**Humanitarian Politics: The International Committee of the Red Cross.** David P. Forsythe. Johns Hopkins. \$18.

The author presents a panoramic and fascinating view of a neglected area in world politics, "humanitarian politics," controlled and ably organized from Switzerland and accepted in most countries of the world, except for the Communist states. Aimed at both the specialist and the layman interested in the "constructive" side of humanitarian world politics.

**Franklin D. Roosevelt and American Foreign Policy, 1932-1945.** Robert Dallek. Oxford. \$19.95.

This scholarly work carefully traces the "internationalist" attitudes of one of America's greatest presidents. Particularly dramatic chapters cover the rise of Nazi Germany, the U.S. implications of the Spanish Civil War, the Munich Conference, and the crucial American presidential election of 1940. Brilliantly researched and very well written.

**Sailors in Revolt: The Russian Baltic Fleet in 1917.** Norman E. Saul. Regents Press of Kansas. \$18.

This historical study focuses on the most radical segment of the Russian population, the sailors of the Baltic fleet, during the exciting 1916-1918 period. Lucidly organized and well divided between the historic antecedents and the sailors' revolutionary uprising, this book fills a major void in modern revolutionary political affairs.

## RICHARD BEALE DAVIS

**Women and Men on the Overland Trail.** John Mack Faragher. Yale. \$17.50.

**The Rise of the Egalitarian Family: Aristocratic Kinship and Domestic Relations in Eighteenth-Century England.**

Randolph Trumbach. Academic. \$17.50. Though these two titles would indicate considerable disparity in content, both books deal with family and help to explain American familial relationships. Trumbach's book on British kinships is most revealing as a background for our colonial societies and their interlocking blood relations. Faragher's balanced and illuminating study is directly concerned with American family groups in movement on the trail west.

**Freedom's Voice in Poetry and Song. Part I. An Inventory of Political and Patriotic Lyrics in Colonial American Newspapers 1773-1783. Part II. Song Book.** Ed. Gillian B. Anderson. Scholarly Resources. \$49.50.

**The Papers of Benjamin Franklin. Vol. 21. January 1, 1774, through March 22, 1775.** Eds. William B. Willcox et al. Yale. \$23.50.

**The Papers of Henry Laurens. Vol. 7. Aug. 1, 1769-Oct. 9, 1771.** Eds. George C. Rogers, Jr., and David R. Chesnut. South Carolina. \$27.50.

Three beautifully edited collections of primary material of the Revolutionary period. Represented are the letters and other significant papers written by Laurens as he gradually withdrew entirely from business to enter politics. The Franklin volume includes a great deal of the journal kept while he was in Britain and the milestones of his steady progress toward solely American identity. Anderson's anthology and bibliography will be welcomed by general colonial, musical, and literary historians. She has calendared and collected a most significant series of lyrics and music of the Revolutionary era.

**Slavery and the Evolution of Cherokee Society, 1540-1866.** Theda Perdue. Tennessee. \$12.50.

**Race Relations in the Urban South, 1865-1890.** Howard N. Rabinowitz. Oxford. \$17.95.

**The Jews in America: The Roots and Destiny of American Jews.** Max Dimont. Simon and Schuster. \$9.95.

Three useful books on major American minorities and their problems or history. Dimont's history of the Jews from 1654 is swift-moving and thought-provoking. Rabinowitz attempts to document for the first time the growth of the black urban population in southern cities by a detailed sampling of the records of five cities of the area. Perdue provides a historical survey of the development of Negro slavery among Cherokees and its peculiar effects on that nation.

**Eighteenth-Century Prints in Colonial America: To Educate and to Decorate.** Ed. Joan D. Dolmetsch. Colonial Williamsburg Foundation. \$10.95.

**The Fine Arts in America.** Joshua C. Taylor. Chicago. \$15. Taylor's book demonstrates objectivity, a sense of art history, and a remarkable range of sensitivity and appreciation. It is an excellent brief history. The col-

(continued on back cover)

## HOW ARE BOOKS CHOSEN?

Several readers have asked how books are selected for review in the *Key Reporter*. Four times a year each member of the Book Committee receives from the editor a black folder stuffed with catalog clippings advertising books to be published in his or her field. The committee member requests copies of the books that seem promising, and review copies are sent by the publishers. From this pool of books the reviewer selects the recommended reading.

The members of the Book Committee have been writing as well as reading. Among their recently published works are the following:

### Richard Beale Davis

*Intellectual Life in the Colonial South, 1585-1763*, University of Tennessee Press, 1978.

*A Southern Colonial Bookshelf: Reading in the Eighteenth Century*, University of Georgia Press, 1979.

### Leonard W. Doob

*"Ezra Pound Speaking": Radio Speeches of World War II*, ed., Greenwood Press, 1978.

*Panorama of Evil: Insights from the Behavioral Sciences*, Greenwood Press, 1978.

### Andrew Gyorgy

*Communism in Eastern Europe*, ed. with T. R. Harmstone, Indiana University Press, 1979.

*Innovation in Communist Systems*, ed. with J. A. Kuhlman, Westview Press, 1978.

### Robert B. Heilman

*The Ways of the World: Comedy and Society*, University of Washington Press, 1978.

### James C. Stone

*Curriculum Evaluation: Theory and Practice*, with Joan Green, Springer, 1977.

## S&H FOUNDATION GRANTS AVAILABLE

Grants of up to \$2500 for lectures on topics in the fields of public affairs and social science are available from the S&H Foundation for 1980-1981. Any accredited college, or any department or official college society, may apply. Inquiries and proposals should be addressed to Professor Richard Schlatter, Director, S&H Lectureship Program, Box 315, Neshanic, New Jersey 08853.

## APPLICATIONS SOUGHT FOR NHF PROGRAM

The National Endowment for the Humanities has awarded a major three-year \$751,693 grant to the National Humanities Faculty (NHF), a nonprofit educational organization in Concord, Massachusetts, to support a program aimed at improving the teaching of the humanities in elementary and secondary schools.

Applications are now available from NHF and may be submitted by personnel from any public, parochial, or independent school or school system. Inquiries should be addressed to the National Humanities Faculty, 1266 Main Street, Concord, Massachusetts 01742.

### Letters to the Editor

If you would like to comment on something in this issue of the *Key Reporter*, or on any aspect of education or liberal studies, we would be happy to hear from you. Please address your comments to Letters to the Editor, *Key Reporter*, Phi Beta Kappa, 1811 Q Street, N.W., Washington, D.C. 20009.

## AWARD (continued)

the International Council on the Future of the University. His writings, including *The Case for Modern Man* and *The Democratic Prospect*, his teachings, and his public television series, *In Pursuit of Liberty*, demonstrated his interest in the connection of the world of ideas and the world of statesmanship and public policy.

In reading the citation, President Lumiansky said, "Charles Frankel's humanistic efforts in behalf of civilization, his readiness to act as agile sentry between modern man and chaos, gave profound coherence to his varied career. That he and his wife Helen were killed last May in such horrifying and brutal fashion is cause for our deep sadness. Let us hope, however, that we, strengthened by the example of his sure rationality, can persevere in all our worthwhile hopes, and in Auden's phrase, 'let brutal fact persuade us to adventure art and peace.'"

## READING (continued)

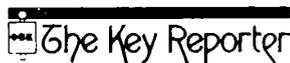
lection edited by Joan Dolmetsch is an intriguing group of discussions of the matter and form and origin of a principal graphic mode of expression in early America. It is entertaining as well as useful.

**The Rise of Rawlins Lowndes, 1721-1800.** Carl J. Vipperman. South Carolina. \$14.95.

**Jonathan Boucher, Loyalist in Exile.**

Anne Y. Zimmer. Wayne State. \$17.95.

A patriot and a loyalist are the subjects of these two first biographies of significant individuals. Vipperman's study of Lowndes is essentially concerned with the public career, not the personal life. Zimmer's study is more comprehensive and includes the political, religious, linguistic, and literary careers in a volume that still fails to delve deeply into some areas of the man Boucher, who has been called the greatest American loyalist.



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