

with other forms of individual excellence, including personality changes resulting from the college experience that persist through the adult years. But they seem to doubt that our present undergraduate faculties are prepared to discharge effectively even their responsibility for classroom instruction. Sanford expresses concern over what he calls "the neglected art of college teaching" and says:

Declining interest in teaching undergraduates is part of a larger picture of decline in the liberal college. . . . Owing mainly to the prestige and power of the graduate schools, which are increasingly specialized and endowed with research funds, there is great pressure upon the university man to define himself as more a specialist than an intellectual, more researcher than teacher, more teacher of graduate students than of undergraduates To the college or university man of today this state of affairs seems as real as the new freeway through his district.

Freedman recognizes this problem and says that the college teacher, in addition to knowing his discipline, should also know something about how college students learn and how they are changed by their educational experiences. But other than pointing hopefully to a few experiments such as the cluster college plan on the Santa Cruz campus, neither is able to offer concrete proposals for shifting the status symbols of academia in order that the effective teaching of undergraduates will be better recognized and more highly rewarded.

In the "whole child" or "whole adolescent" approach of these two authors, older readers will see some similarity to the philosophy of the progressive education of a generation ago. But it is the progressivism of sophisticated psychologists, not that of sentimentalists or anti-intellectuals. Sanford and Freedman do not wish to lessen the emphasis on intellectual development in the college, but they do want to add new goals which are not often achieved because they are not often sought by the academic scholars who set the tone for the higher learning in America.

The significance of these two books lies in the fact that both point to serious defects in American higher education in 1967—a neglect of undergraduates, a failure to deal effectively with the sources of student discontent, and a failure on the part of academic man to give sufficient attention to the long-range effects of a college education on the development of the student as an individual human being. Until these defects are remedied, our problems will not be solved merely by sending more and more students to college.

—PAUL WOODRING.

New Books



Teach-ins, U.S.A., edited by Louis Menashe and Ronald Radosh (Praeger, 349 pp., \$6.95), binds together Lynd, Genovese, Bundy, Fulbright, and many others on both sides of the Vietnam debate. Even conscientious editing cannot provide here that evenness one hopes for in a collection. Parts are excellent, though, particularly editorial observations about the teach-in as a promising teaching device at the university level.

Power, Presidents, and Professors, by N. J. Demerath, R. W. Stephens, and R. R. Taylor (Basic Books, 275 pp., \$6.50), provides an analytical trilogy, perhaps more tightly stitched than thematically integrated. Following a rudimentary historical overview, the selection of university presidents, the establishment of administrative style, and the phenomenon of academic departmentalization have their respective turns at bat. Pedagogues lexicographers will thrill at a final invitation to "collegialize" university management. So will academicians, for the term denotes maximum faculty participation in policy decisions.

Universities and the Life of the Mind, by K. G. Saiyidain (Asia Publishing House, 236 pp., \$5.25), proffers a divergent argument as earnest as its references are various. Saiyidain's aversions range from prescribed examinations to untempered progressivism. He zigzags from Russell to Cubberley, Einstein to the Encyclopedia Britannica, pressing home an appeal for improved Indian universities strangely resembling Oxbridge-Yarvard composites. Method aside, though, his vision of a university which will "improve standards of living . . . and not put up with physical and mental slums all around it," if not wholly original, is undeniably timely.

The English Public School: The Sociology of Elite Education, by Ian Weinberg (Atherton Press, 225 pp., \$6.25), examines that institutional articulation of preparatory school—public school—Oxbridge college, responsible for fashioning a particular Britisher currently facing a revised role in a smaller world. Weinberg's close assessment of a "total" institution's enormous capacity to educate according to blueprints seems keenly relevant for metropolitan universities serving more and more commuter-clients with incredibly different school backgrounds. He succeeds, too, in unit-

ing thorough research and readable style as amicable bedfellows.

George Ticknor and the Boston Brahmins, by David B. Tyack (Harvard University Press, 289 pp., \$6.95), portrays an American man of letters wrestling with early nineteenth-century Harvard reform. Friend of Europe's literati, scholar at Göttingen, Ticknor struggled to reconcile German erudition with German professorial detachment from society at large. Back at Harvard as professor of languages and literature, he hazarded the unlikely blending of German seminar method with strict moral discipline. But his ambivalence, coupled with academic reaction in the 1820s, postponed to a later generation widespread liberalizing of inquiry at Cambridge. Tyack's contribution to an oft-told tale is his flair for historical irony, in this instance the irony of one who in seeking to make America academically respectable thereby lost his belief in progress so vital to an infant republic.

Academic Freedom and the Catholic University, edited by Edward Manner and John Houck (Fides, 225 pp., \$4.95), elaborates a significant general theme—that of tension between prior institutional commitment and intellectual integrity. Gleason and Fellman on academic freedom, Crosson on personal responsibility, Walsh on university and church, Callahan and Hassenger on student liberty and quality, McKenzie on the priest-scholar, and Greenberg on a university exhibiting the "instant Harvard syndrome" together generously realize the editors' hopes to fill with scholarly discussion a hitherto scandalous void.

A Short Walk on the Campus, by Jonathan Aitken and Michael Beloff (Atheneum, 208 pp., \$4.50), furnishes superficial entertainment. Not likely to elevate its debater-authors to rivalry with Bryce or Brogan as British observers of the American scene, it nonetheless finds the mark with a shaft or two aimed at ivy league mores, U.S. college fraternities, campus politics, civil rights, and sex. One suffers inaccuracies, bizarre emphases, a promiscuous sense of the absurd, and a clinically brusque conclusion in return for a chuckle and malaise about where America's universities are bound.

—JOHN CALAM.

Mr. Calam is director of Teachers College Press at Columbia University.

A Guide for Word Consumers

Books and the Teen-Age Reader, by G. Robert Carlsen (Harper & Row, 218 pp., \$3.95; Bantam Books, paper, 60 cents), is a guide for teachers, librarians, and parents, compiled by the head of high school English at the University of Iowa and former president of the National Council of Teachers of English. The reviewer is education consultant at the New World Foundation and an SR editor-at-large.

By FRANK G. JENNINGS

THIS BOOK, so its dust jacket asserts, "provides guidance and inspiration for every adult who wants to help teenagers become lifetime readers—and for every teenager who wants to help himself become a more effective and successful adult." This book is "sponsored by the National Book Committee with the professional endorsement of the American Library Association, the International Reading Association, and the National Council of Teachers of English."

Under such powerful auspices one might even be able to market last year's telephone directories, but this book presumes too much. It displays the author's (and the sponsors') exceedingly low estimate of the taste and competence of teachers, librarians, and parents to whom this "guide" is specifically directed.

Whoever does receive guidance and inspiration from this book should be indelibly and prominently labeled as a menace to the literary health of our society. *Books and the Teen-Age Reader* is a collection of little essays—bibliographical, hortatory, and instructional—about the "stages of reading development," the value of books in our uncertain world, the development of literary taste, and the use of reading as a guide for human growth and development. The intent is well meaning, the advice is often commonsensical—occasionally it is almost courageous—but there is no joy in this book. There is no sense of wonder, no feeling that the printed word can go beyond the goal of the author and the expectations of the reader. This book is redolent of the guidance office and the curriculum committee. Dr. Carlsen knows better. He knows very well the special virtues of good literature. He is

also aware of what adolescents are, in fact, reading; of what excites their interests and imaginations.

Yet one must ask on putting the book down how it is possible for good writing to be made to appear so dull. Dr. Carlsen has collected (and annotated!) some of the greatest of our contemporary and inherited literary works. Yet he seems not to be interested in writing at all. He speaks of books that are "well crafted" or "seriously crafted." He offers almost no evidence that writing can be a passionate affair in which the author attempts through ordered words to represent his feeling and ideas in such a way as to move readers to accept his version of some part of the universe.

Perhaps Dr. Carlsen is suffering from some failure of the esthetic nerve. His annotations betray this; for example:

EURIPIDES: *Medea*. The drama of a wife and mother who in seeking revenge proves how fine is the line between love and hate.

SOPHOCLES: *Oedipus Rex*. Man's blindness is shown in this drama as the hero tries to escape the fate prophesied by the Delphic oracle and brings disaster to his family and country by his actions.

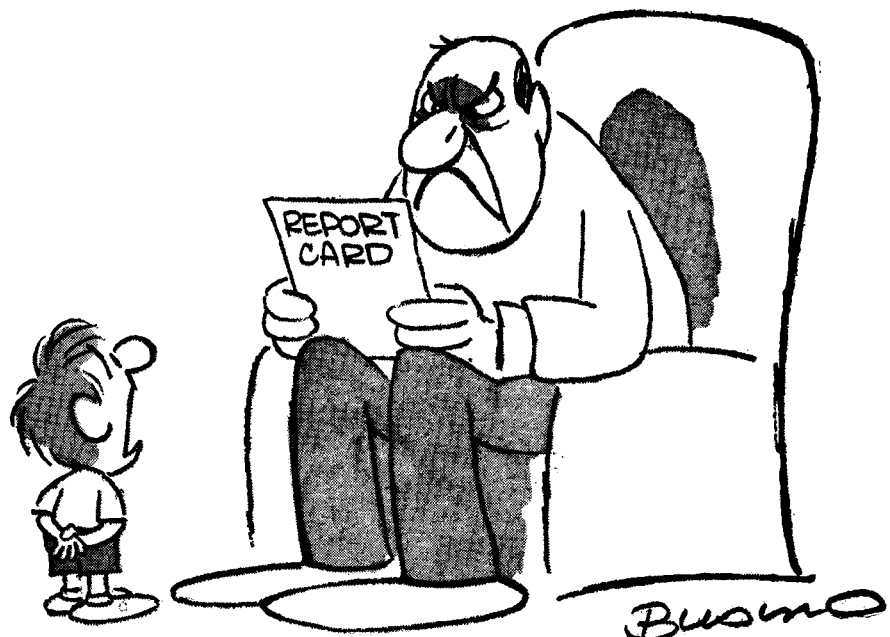
DOSTOEVSKY, FYODOR: *Crime and Punishment*. 1866. A detailed psychological study of a young man's crime, guilt, and ultimate contrition.

JOYCE, JAMES: *A Portrait of the Artist as a Young Man*. The childhood and early manhood of Stephen Dedalus, who is seeking wings with which to escape his birthright.

Granted that this kind of exposure is not entirely fair criticism; but Dr. Carlsen attempts in this book to write (or is it to craft?) bibliographical essays and to provide annotated book lists for the edification of youth. Granted, too, that he is attempting to serve several different readers; yet he avoids addressing the one reader whose fate he is concerned with, the adolescent. The teenager is a commercial construct, very useful for moving consumer goods but not even symbolically relevant to the real world of anguish and hope in which the adolescent lives.

STEPHEN DEDALUS confronts that reality when Joyce has him say in the closing paragraphs of the novel: "... Welcome oh Life! I go forth to encounter for the millionth time the reality of experience and to forge in the smithy of my soul the uncreated conscience of my race."

All English teachers, librarians, and parents, please copy: All adolescents leave childhood to gain man's estate. Allow them the dignity of the search. Guide them if you can, but do not program them for domesticated delight.



"You know how it is, Dad. Nice guys finish last."