

# Humanities

## *Courses by Newspaper—Oceans: Our Continuing Frontier*

*"Once the whole world was a frontier challenging man. Now the land is explored, occupied, and bursting with people. Only the sea remains as Byron described it, 'dark—heaving—boundless—endless and sublime.' It is to this frontier that people turn increasingly in the hope that it will offer the riches of the frontiers that are gone—or because it seems the last hope."*

Courses by Newspaper, beginning its fourth year in September, embarks in a striking new direction with *Oceans: Our Continuing Frontier*—which examines the importance of the oceans to the past, present and future of the world. The academic coordinator for the course, who introduces the subject in the words quoted above, is H. William Menard, Professor of Geology, Institute of Marine Resources, Scripps Institution of Oceanography, University of California, San Diego. Associated with him are 13 scholar-writers from the disciplines of history, English, law, art history, journalism, political science, sociology, marine biology, zoology and geophysics, each with special expertise.

Not only is the choice of topic something of a departure from the four earlier courses; there are innovations in format as well. The articles have been trimmed to 1,250 words and the number reduced from 18 to 16. In addition, if readers are unable to take this Course by Newspaper at a college or university in their local area, it will be possible for them to earn credit from the University of California Division of Independent Study. Approximately 20,000 newspaper readers have enrolled for college credit for these courses in the past, and the number grows each year.

Courses by Newspaper—funded by NEH—is a project of University Extension, University of California, San Diego. Its director, George Colburn, describes it as "a successful experiment in continuing education that combines the resources of America's newspapers and educational institutions." Once a week for 16 consecutive weeks, an article by a noted scholar-writer is published in newspapers, large and small, all over the country. Last year more than 400 newspapers made this opportunity possible for their readership. The combination of all sorts of papers over a wide geographic range (here and abroad) has enabled millions of people to read the weekly "lecture."

Those wishing to explore the subject in more depth may purchase the *Reader, Study Guide* and *Source*

*Book* at a moderate price. Participating local educational institutions, from the junior college to the university level, offer college credits for Courses by Newspaper. The academic integrity of the course is insured by a five-member faculty committee from the University of California, San Diego, and a National Board of distinguished scholars and editors who oversee the program. In addition to the newspaper and supplemental reading, there will be a minimum of two contact sessions with the instructors at the school. If there is no participating college in the area, a newspaper reader may apply to the University of California to gain credit, as stated above.

*Oceans: Our Continuing Frontier* examines the whole range of human involvement with the sea. It shows through literature and painting how man's perception of the sea has changed, and how through exploration at sea, scientists have changed man's understanding of the history of the earth. The course also describes how society as a whole may be affected by marine pollution and by the extraction of food and minerals



Warren Bolster/Photophile

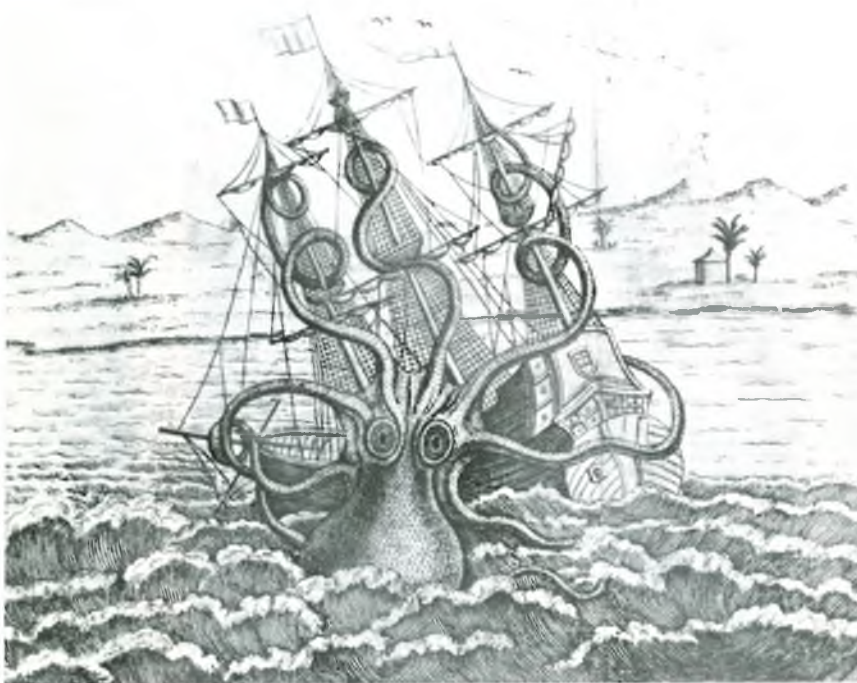
from the sea. The importance of international law, naval power and the merchant marine to the future use of the sea is stressed. Finally, the course considers how the sea, as a place of both work and recreation, affects the lives of individual men and women, afloat and ashore.

The *Reader* for *Oceans* introduces a wide range of source and secondary material to the exploring student, from history, poetry, and folklore of the sea to discussions of technical problems such as deep-core drilling and the effects of pollution and overfishing. The *Reader* presents its information in varied ways—with personal narratives, fictional pieces, critical essays, poems, documents, and excerpts from major American literary classics—and is illustrated with photographs of paintings, maps, and craftwork, as well as of modern vessels and techniques at sea.

Students can enrich their understanding of course topics with the help of the informative *Study Guide*. It will feature short essays that integrate the newspaper and *Reader* articles, suggest further areas of study, present a summary of key concepts, provide factual review questions, and outline topics for discussion.

Course teachers and community groups who plan to base programs on the course topics will find their tasks simplified with the use of a specially-prepared *Source Book* with suggested questions; books to review; ideas on speakers and panelists to enrich programs; films, records, and cassettes related to each weekly topic; and information on obtaining the resources needed.

The *Reader* (\$5.50), *Study Guide* (\$2.95), and *Source Book* (\$2.25) for *Oceans: Our Continuing Frontier* will be available in participating college bookstores or by direct order from: Publisher's Inc., 243 12th Street, Drawer P, Del Mar, CA 92014.



Horrors of the Deep—A Mythical Giant Squid

## COURSE OUTLINE

- Oceans: Our Continuing Frontier  
H. William Menard

### Literature and Art

- Writers at Sea  
George P. Elliott, *Professor of English, Syracuse University*
- Horrors of the Deep  
Eugenie Clark, *Professor of Zoology, University of Maryland*
- Visions of the Sea  
John Wilmerding, *Leon E. Williams Professor of Art, Dartmouth College*

### Science and Myth

- Exploration of the Sea  
Sir Edward Bullard, *Professor of Geophysics, Institute of Geophysics and Planetary Physics, University of California, San Diego*
- A New World Picture  
Sir Edward Bullard
- Science and Ancient Sea Stories  
Willard Bascom, *Director, Southern California Coastal Water Research Project*

### Marine Resources

- Mineral Resources of the Ocean  
Don E. Kash, *Professor of Political Science and Director of the Science and Public Policy Program, University of Oklahoma*
- Can the Sea Feed the Land?  
C. P. Idyll, *Study Director of the National Ocean Policy Study, National Oceanographic and Atmospheric Administration*
- Pollution: Is the Sea Dying?  
Bostwick H. Ketchum, *Associate Director, Woods Hole Oceanographic Institution*

### Policy and Sea Power

- Law of the Sea  
William T. Burke, *Professor of Law and of Marine Studies, University of Washington*
- The Sea: Defensive Barrier or Invasion Path?  
Herman Kahn, *Director, The Hudson Institute, Croton-on-Hudson, New York*
- The Sea: Connector or Barrier?  
Herman Kahn

### Men and Women at Sea

- Ships and the Sailor  
J. H. Parry, *Gardiner Professor of Oceanic History and Affairs, Harvard University*
- Women and the Sea: Not All on Widows' Walks  
Constantina Safilios-Rothschild
- From Work to Sport  
Heywood Hale Broun, *journalist, television and radio commentator*

For further information write:

COURSES BY NEWSPAPER, University Extension, University of California, San Diego, Q-056, La Jolla, CA 92093, 714/452-3405



## A Machinery of Intelligence

In the old days, men had the rack; now they have the press.—*Oscar Wilde*

Guardianship of high culture and the past may be thought a sufficient duty for scholars. But no; thanks to the press they must endure the relentless adding of fresh yesterdays to their piles of data. Low culture, so called, has its own machinery of intelligence. The two worlds touch in the pursuit of Truth, the romance of the Word. Or, if you prefer, they collide.

Scholars and journalists both trade in knowledge and pay their way as educators in rough division of all that's sacred and profane. The division is more apparent than real. Harold Ross of *The New Yorker* was profane and had trouble remembering whether *Moby Dick* was the whale or the man; but he was the mentor for a generation of fine writers and critics. James Joyce saw in the press an authentic "microchasm" of man's world. Mark Twain before him had put the case that what makes news is not what's new, but what's immemorial in human folly.

There is a further kinship, a shared stake in freedom: academic freedom and freedom of the press. Educators and newsmen wield enormous influence—and bear a corresponding responsibility toward the commonweal.

The rich confusion of events makes for tricky journalistic choices of what to report or ignore, as the late A. J. Liebling so amply showed. Fortunately, good choices tend to be influential. A case in point, from the *Des Moines Sunday Register* of June 15, 1975, begins as follows:

NEW ORLEANS, LA.—Grain elevators here and in other port cities employ "blenders" whose job is to make sure that shipments of U. S. export grains contain the maximum allowable amounts of "foreign materials"—even if it means deliberately adding debris to the grain.

A skillful blender can save his grain company many thousands of dollars a year by insuring that a shipload of "U. S. Number 3" corn, for example, contains at least 4 per cent foreign material. In that case, the foreign buyer receives a load containing 4 per cent of such things as broken corn, other cheaper grains, dust, or even dirt or trash. . . . British buyers have called recent U. S. corn shipments "rubbish" . . .

This glimpse of citizens' ingenuity in the use of

"knowledge" appeared in a *Register* series on widespread corruption in grading and shipping of U.S. grain exports, a \$12-billion-a-year industry. Other papers picked up the scent. A Federal investigation resulted in convictions or guilty pleas of more than 50 individuals and companies. In Washington, heads rolled at the Agriculture Department as Congress acted to tighten grain-shipment controls. Mid-western farmers and foreign governments had reason to cheer.

The reporter, James Risser, broke the story in May 1975. Scanning a packet of Agriculture press releases in his Washington office, he spotted a brief reference to the indictments of five grain inspectors in Houston. He found it odd that they were licensed by the Federal Government but worked for industry trade groups, a potential conflict of interest. He began asking questions at USDA, looking into court records, interviewing grain company officials and other sources.

One hundred articles and a year later Jim Risser had earned the Pulitzer Prize for national reporting. It was his seventh award for superior journalism, going back to 1971, and the twelfth Pulitzer won by *Register* staffers.

Risser's *tour de force* owes a lot to an inquiring mind, hard work, and a long-standing concern for conservation and the environment. And it owes something to the enterprising policies and encouragement of his publisher and editors. They not only turned him loose on a very expensive assignment; a year earlier they had backed his application for an academic year of studies under a new program—Fellowships in the Humanities for Journalists—established by the Endowment.

Jim Risser was one of 12 professional journalists who became Fellows in residence at Stanford University in 1973-74. Another 12 went to the University of Michigan. By last June, 71 journalists, chosen from 406 applicants, had completed a fellowship year at the two institutions. A new intake of 24 has been selected for 1976-77.

The Stanford and Michigan programs address twin beliefs: that mature journalists have a unique potential for affecting the content and direction of public thought, and that study in the humanities can enhance the quality of their leadership. The universities them-

selves select the Fellows through competing applications and interviews. Candidates must have been practicing journalists (print or electronic) for five or more years, have a record of professional achievement pointing to future potential, and submit a study proposal concentrating on the humanities. The academic year is loosely structured to afford wide latitude for independent study and auditing of courses (degree credit is not given).

Did the Stanford year contribute to his prize-winning effort? Yes and no, Risser says; not specifically, "but I'm just convinced I'm a better journalist. It shows up in my reporting and writing. My perspectives are probably sharper in news analysis, in sizing up and interpreting important stories. I know my enthusiasm got a lift."

Now 38, sandy-haired and bespectacled, Risser has the midwesterner's open countenance and a studious mien. His commitment to journalism began while he was getting his A.B. at Nebraska, wavered briefly when he took a law degree at San Francisco, but has been solid for 14 years. "I needed a change of pace," he says of his application to Stanford, "a break from deadline pressures, time to work at some ideas of my own, a chance to dig into the historical setting of daily events. First-rate universities like Stanford and Michigan make that possible; they have the resources and the organization."

Not all journalists are so motivated. Those who are tend to be, like Jim Risser, in their thirties—experienced, not "too old to adjust," not yet priced out of taking leave by executive duties or college tuition costs for their children. He was ready for the challenge of the university.

The way was smoothed by two *eminences grises*, Lyle Nelson and Harry Press of Stanford's Department of Communications, directors of the program. Risser took a full load of courses, mostly at the graduate level—American history, law, political science and economics, even philosophy and architecture, plus a special humanities seminar. "I've never worked harder," he says. The spur was freedom—freedom to pursue intellectual interests and to re-think public issues. Faculty were generally first-rate, glad to break lances. Interaction among the Fellows became a kind of ad hoc seminar and critique of the journalist's role in society.

It was a very good year.

### Variant Perceptions of News

What makes for excellence in journalism is uncertainly defined. Vast audiences are catered for in different modes—newspapers, magazines, radio, television—a spectrum marked by variant perceptions of what's news and what place it will hold alongside entertainment and advertising. The fast-breaking story and the panoramic assessment involve distinctive tasks and talents. Objectivity, opinion, editorial judgment fit no convenient mold.

But there are standards. Journalism is not quite precisely a profession, but abounds in professionals. It is

open to amateurs, needing no license to begin practice; it becomes a calling. Guild organizations, codes of ethics, and journalism reviews bind its various elements together, if loosely. Its American hall of fame would include Bennett, Greeley, Stanley, Pulitzer, Steffens, Mencken, W.A. and E.B. White, and Walter Lippmann—with a special gallery for Whitman, Poe, Twain and a legion of other literati who dallied with the press. An international wing would include Dickens, Orwell, Camus, Winston Churchill—and the *New York Tribune's* European correspondent (1851-62), Karl Marx.

Everyone agrees that a free press is indispensable, in effect a fourth branch of government, in a democracy. But opinion polls show journalists faring poorly in public esteem. Watergate had its stars, but they were few. News offends convention and draws hostility. It tattles and panders. It invades privacy and wounds egos, sometimes indefensibly. It may join in body counts and miss what they tell. For all that, the power of the news vendors is unmistakably great. Among 20,000 U. S. newspapers and magazines the 1,800 dailies alone sell over 60 million copies, read by 150 million people; to which add the news programming of 7,500 commercial radio and television stations, not to mention educational channels and cable systems. Moreover, newspaper operations have become concentrated in fewer and fewer hands.

### Aware of Public Image

No wonder there is soul-searching on press competence and accountability. The industry promotes competence in two-week training seminars conducted by the American Press Institute. Thirty or more daily papers now employ an ombudsman to critique performance and ethics. A foundation-supported National News Council looks into complaints of unfair news reporting. And there is growing concern over how well the press performs as an instrument of public, continuing education—which is where NEH comes in.

The press-as-educator is a hoary theme. Franklin practiced it. Jefferson proclaimed its worth. Joseph Pulitzer made it an article of faith. In 1889, the year he sent Nellie Bly to girdle the globe in 72 days, he placed a message in the cornerstone of the new *World* building: "God grant that the *World* may forever strive toward the highest ideals—to be both a daily schoolhouse and daily forum. . . ." Journalism's own gadfly, Joe Liebling, declared that "a good newspaper is as truly an educational institution as a college." Training for such a role became the rationale for schools of journalism in leading universities.

Then in 1937 a new dimension was added. A bequest to Harvard from the late Agnes W. Nieman, widow of the *Milwaukee Journal's* founder, specified that it be used "to promote and elevate the standards of journalism in the United States." Harvard decided on a fellowship program, throwing the university's resources open to experienced reporters and editors for an academic year away from the compulsions of the newsroom. The Nieman Fellowships quickly became,

as they are today, prized opportunities for outstanding journalists to strengthen their competence.

In 1947 a blue-ribbon Commission on Freedom of the Press, funded by Henry Luce and chaired by Robert Hutchins, affirmed "our belief that agencies of mass communications have a responsibility to the public like that of educational institutions." It recommended "creation of academic-professional centers of advanced study, research, and publication" for journalists. The first real response came in 1966. In that year Stanford University established a program for mid-career Professional Journalism Fellowships under a three-year grant from the Ford Foundation, later renewed for three more years.

The Humanities Endowment fellowships thus build on and extend the concepts and experience of the Nieman and Ford-Stanford programs and related evidence of a national need and opportunity. The distinctive new element in the NEH programs is a specific interaction between academic humanists and mid-career journalists—an interaction instructive to both parties in their roles as public educators.

### Proposals Invited by NEH

NEH invited and received proposals from twelve universities; those of Michigan and Stanford won approval of the National Council on the Humanities. The decisive factors were the excellence of academic resources, and strong communications departments to serve as program administrators. Studies in journalism are not offered, but journalism-faculty directors are able to relate the Fellows' needs to university requirements and opportunities.

The directors are wise men all. Lyle Nelson, at Stanford, is notoriously energetic at 58 despite open-heart surgery in 1974. He is Chairman of the Communications Department; high in university councils; and was the first secretary of the National Educational Television and Radio Center. His deputy, Harry Press, comes across like a tough-minded city editor—which he was, for the *San Francisco News* and the *Call-Bulletin*. He was a Nieman Fellow in 1955-56.

Michigan's program director is Ben Yablonky, 65, a rumpled, lively veteran of New York and Chicago papers and of two major radio/TV networks. A Nieman Fellow in 1945-46, he has been professor of journalism since 1959. His associate, also from the journalism faculty, is William E. Porter, a former free-lance magazine writer, radio newscaster, and novelist.

All this expertise in journalism has to be sublimated in the humanities fellowship programs, which are basically the same at the two universities except as academic offerings differ. The directors participate in selection of the Fellows, along with currently practicing professional journalists; final choices, however, depend equally on faculty advisory committees. The committees are where the humanities come in, where individual study plans are scrutinized. Their members then share in academic counseling of the Fellows, with the program directors acting as trouble-shooters.

Selection involves hard choices. There has to be

some mix representing geographic areas, big cities and smaller ones, newspapers and broadcasting, men and women. Five Fellows to date had no college degree—but other strong points enabled them to hold their own. Such variety enriches the Fellows' interaction as a peer group. Feedback from spouses, most of whom themselves audit courses, adds further stimulus.

Once on campus, initial plans must be translated into a workable mix of courses. Matching wave-lengths with academic advisers is not easily done. Gradually, however, the Fellows' experience evolves into a creative tension with faculty and other students in course work, seminars, and after-hours discussion. Course choices favor history and political science, followed by literature, economics, law, ecology, urban affairs, and study of foreign cultures. The humanities seminars—required of all the Fellows—have evolved uncertainly at both schools but with increasing effectiveness. Outside speakers—e.g., Barbara Tuchman, Walter Cronkite, I. F. Stone, Jessica Mitford, Garry Wills—contribute many high points. →

Nellie Bly setting out at Joseph Pulitzer's behest to better Philéas Fogg's trip *Around the World in Eighty Days*, by Jules Verne. (She made it in 72 days!)



The rewards of all this? Intellectual challenge: "the pleasure of ideas," in the words of Sig Gissler, a *Milwaukee Journal* editorial writer at Stanford last year. The full sense, widely shared by the Fellows, is that the humanities compel attention to the first-order questions confronting society; that they examine the great works of the human mind and what it is they affirm for journalism's public role, and one's own role. The programs offer what is rare for journalists: a real opportunity to mobilize knowledge behind individual interests, and to discover new interests, which address the demands of an increasingly literate and critical public.

It is a bit early to measure the fellowships' impact on the recipients' work, not to mention the profession itself. Reports of new professional and public-service responsibilities are, however, beginning to come in. Thus Charles Gibson and John Needham, both at Michigan in 1973-74, say the fellowships equipped them for assignments of greater scope—which they have since received, as ABC White House correspondent, and as UPI bureau chief in south Asia. Charles Mitchelmore, a free-lance when he came to Stanford last year, is a member of *Newsweek's* Paris bureau. John Cashman, 43 and degree-less when he went to Stanford in 1973, is back at *Newsday* but is now also on the faculty of Nassau Community College,

teaching journalism. Increased community leadership, as in the case of Garrett Ray (see p. 6), marks the onward careers of many of the Fellows.

There have been a few hassles. CBS-Washington was reluctant to see Charles Wolfson go off to Michigan, and on his return he had some difficulty regaining a place in the news bureau. Susan Nelson came back from Stanford to the *Chicago Tribune* to find her promised job washed out by new editors. Both nevertheless are certain of the fellowships' value.

Two close observers of the fellowship programs—a history professor and a television executive—rate them as outstanding. Otis Graham of the University of California-Santa Barbara says of last year's group that "some were absolutely first-class, none was mediocre"; two-thirds, he thought from the caliber of their study records, are candidates for positions of substantial influence. Robert Northshield, NBC News Executive Producer, said after reviewing the Fellows' course work that he experienced "the pain of true envy. Every course is one that would help me to do my work better. Study of the humanities at a great university, at the time of life when journalists become aware of the seriousness of their work, cannot fail to be valuable to them and the public they serve."

—Patrick O'Sheel

## Grass-Roots Editor

Garrett Ray's turf is Colorado, in Littleton (pop. 34,000), a satellite town of Denver founded in 1872. For ten years now he has been editor and publisher of two weeklies, the *Littleton Independent* and the *Arapahoe Herald-Independent*. He and his partner, Vern



Garrett Ray, Editor and Publisher, at his roll-top desk

Bangert, put all they had into buying the papers, which had 15 employees and a combined circulation of 12,600. The staff has grown to 60 (ten editorial), circulation to 20,000.

Seated at his roll-top desk, Garrett Ray might be an outdoorsman just in from the trail. In a corner of the room is an antique hand printing press, on the wall a color photograph from his Stanford sojourn as a Humanities Fellow. The photograph shows him lying shirtless in a hammock, a book in hand. "I rediscovered books out there," he says.

The hammock is not in character. Ray is a doer, a man in motion keeping up with changing times, as an editor and a community force. He is also deeply nostalgic. He misses the family feeling of the days when the whole staff worked in one room with the clatter of the old flat-bed press. Now, to accommodate a new four-unit offset press, the newsroom has been moved into what had been a pool hall next door. Ray's own family background is important. Now 40, he grew up in Greeley 50 miles away, living in the same house until he went off to college. His mother was an editor of the *Greeley Tribune*, his father a poultryman ("I'm a pretty good chicken-plucker"). He has relatives all around. He loves the country, and once a month or so retreats with his family—wife and two children—to a cabin in the Rockies.

Tradition is palpable at the *Independent*. Houstoun Waring, now 75 and a onetime Nieman Fellow, was editor-publisher for 40 years. He wanted to hand over, but with care in the choice. He hired Garrett Ray, and five years later sold out to him. A venerable figure (he

## TRUTH

Who wants the truth and nothing but the truth? A steady diet of truth would sear the stomach lining; falsity is essential to our well-being, and permeates our lives.

Businessmen tell the hard truths about their doings only to the extent required by law. Governments lie. Politicians dissemble. Trial lawyers, when they can't challenge the facts, plant doubts. Whole industries live on pretense, by flattering your self-importance in exchange for your money, by rearranging reality. The stewardess's smile, the salesman's heartiness, the test kitchen's unnatural neatness, the headwaiter's solicitude, the athlete—after the mayhem stops—giving locker-room interviews full of modesty and benevolence, the doctor's tempered reassurances, the desperate stratagems of aging actresses. The false fronts of buildings, and the false fronts of self: girdles, hair coloring, suntans.

There is also the falsity that is kindness: comfort given to buck up others, wounding truths unspoken; feelings concealed, spared or feigned. The useful falsity of office matey-ness, exchanges without genuine

feeling; the borrowed sentiments of greeting cards.

There is the falsity that is self-indulgence, since most people want no clear-cut verdicts on themselves, and devise social strategies to avoid them. When reality is too unbearable, they drink to avoid it, travel to escape it, fantasize to deny it. Friendship is often a mutually agreed upon assurance, sometimes against the evidence, of the meaning and importance of each other's lives. Whole industries exist to provide solace, appearances, illusions. One must be able to eat the steak without thinking of the abattoir. Even in small matters people resist reality: they take pictures to remember how something was, but first tidy up the room, and neaten their clothes. They want newspapers to print the truth, but as concerns themselves, only that part of the truth that puts them in a favorable light.

Into all this comes the journalist, demanding on behalf of others to know the truth and to disseminate it.

—From *How True: A Skeptic's Guide to Believing the News*, by Thomas Griffith, © 1974; by permission of the publisher, Atlantic-Little, Brown.

wrote the Code of Ethics for the Colorado press), "Hous" Waring has eased up but still writes news and obituaries for the papers. Ray holds him in awe.

Perspective is something Garrett Ray seeks out. In 1964-65 he was a Congressional Fellow, in the offices of Morris Udall and Clifford Case, chosen by the American Political Science Association. The start-up of the Humanities Fellowships in 1973 seemed providentially timed. Getting away would be a wrench; but he was, after all, his own boss. He applied.

Looking back, Ray credits the fellowship with strongly positive effects. "I handle my job differently," he says. "Taking leave forced me to delegate responsibilities. Also, we had been getting along without a budget, which was crazy. We now work up a budget that reflects our real priorities. I take more time for editorial research and writing. The pressure is still on, of course, but now when I write a half-cocked editorial I know what I *could* have done; the guilty feeling makes me try harder next time.

"I'm more interested in 'Why?' We're initiating more and reacting less. We've broadened our definition of news: more background for decision-making in the community. I went to Stanford to specialize—in land use, ecology, urban affairs. But I got as much or more out of other disciplines—psychology and American history, for example. I came home even more of a generalist, but with a better understanding of social complexities and the historical perspective in which all our activities take place."

Since returning, Ray has been a moving spirit—in convening

"town meetings" on Littleton's problems and goals. New journalistic responsibilities have been thrust upon him: he was elected president of the International Society of Weekly Newspaper Editors, and named Legislative Chairman of the Colorado Press Association. New honors have come his way: an award from the Colorado University School of Journalism, his *alma mater*; and selection of the *Independent* as Colorado's outstanding weekly. Of the latter, Ray says "this may mean only that the judges' bias happened to be reflected in the *Independent*. But I like to think it means that the fellowship has had some influence in upgrading the quality of the paper. I hope the recognition translates into a healthy influence on our peers."

The year of studies, Ray says, made him more aware of journalism's potential for influencing American life, more aware of its shortcomings, more eager to work for change. He is willing to take unpopular positions on local issues, as he did in editorials endorsing Denver rather than Littleton as the site for a new federal mint. Denver, he wrote, had the far greater need; "the suburbs cannot live if the core city cannot live." Another campaign over where to put a new city hall led some local merchants to boycott the *Independent*.

Garrett Ray is still surprised by the fellowship's impact. "I expected it to make me a better, more knowledgeable editor. I did not expect it to make me more independent, more questioning about my community and profession. But it did. And I saw that I was too wound-up, a bad habit with journalists. I'm less so now, with the family as well as on the job."

The humanities are humanizing.

—P.O'S.



# Grant Profiles

## "Old Times There . . ."

The late nineteenth-century South has been presented by most historians as a time when the ideals of the Reconstruction (i.e., racial equality and a new economic order) were destroyed through the efforts of a united majority of Southern whites. The white bloc wanted first to prevent blacks from entering the mainstream of Southern life, and second to re-create the antebellum South. This view of the post-Reconstruction South has persisted in the national consciousness, which is unfortunate because the realities of Southern life in that era were quite different.

J. Morgan Kousser, Associate Professor of History at California Institute of Technology, has sought to clarify prevailing misconceptions about the post-Reconstruction South. Aided by a grant from NEH, he gathered and analyzed quantifiable data on Southern education from the reports of state education superintendents of eleven ex-Confederate states for every fifth year from 1880 to 1910. He prepared 100,000 machine-readable IBM cards from this material as a first step toward relating the distribution of policy benefits explicitly to electoral struggles. Focusing on the relationship of changes in the pattern of educational benefits to changes in the political structure, Kousser's preliminary findings were presented in a paper at the 1974 convention of the American Historical Association entitled "Consequences of Disfranchisement: Race and Class Discrimination in North Carolina, 1880-1910." He is presently preparing for publication several papers on Southern education based on both quantitative and non-quantitative sources.

In his research on education, as well as his book, *The Shaping of Southern Politics: Suffrage Restriction and the Establishment of the One-Party South, 1880-1910*, Kousser shows that Southern whites were *not* united, particularly in their political views, and that the men who ultimately created a 'one party' South were a tiny minority of wealthy white Democratic party leaders. During the late 19th century, the Republican, Populist, and Independent parties received the majority of black votes, as well as the votes of many whites. Blacks were elected to a variety of political offices, particularly in counties with predominantly black populations. Democratic party leaders of that period determined that the most effective way of stopping black participation in politics was to create legal barriers

which would prevent them from voting. These barriers also prevented many poor whites from voting, since they could not pass literacy tests, fulfill property requirements, or pay poll taxes.

As wealthy whites consolidated their political power in all the ex-Confederate states, they utilized public funds as they saw fit. This meant, of course, that educational funds favored the schools which their children attended, and that schools for black children and for many poor white children fell behind rapidly. Both groups were forced into a cycle of poverty which stemmed from their lack of education, and without the power of the vote they were unable to change the system.

The re-creation of an antebellum South was not the dream of the majority of Southern whites, but rather the dream of the small minority of upper-class whites who had derived the most benefit from a slave economy, and who continued to derive the most benefit from the 'new' economy based on tenant farming and sharecropping. By disenfranchising blacks and poor whites, the upper-class Democrats were able to weaken the two-party system and control elections to advance their own purposes.

The legacy of the post-Reconstruction South is still evident in the late 20th century; past injustices have created great inequalities in the American system as a whole. To be able to understand present realities, Americans cannot afford to accept simplistic views of their past, as has often been the case regarding the South. As Kousser states, "The central task of American historians . . . is not to narrate pretty stories of famous men . . . or merely amuse the lay public. Rather, it is to understand and clearly delineate the central forces which have shaped the American character, institutions, and experience."

—Priscilla Smith

## Living Latin in Kansas

*Lingua Latina in Kansiensis loquitor.* Eureka? No, Eudora, actually, a small town in Kansas where junior high school students talk about baseball, hold treasure hunts, sing "America" and recite Robert Frost poems in the living language of Latin.

The project, begun two autumns ago with a small Youthgrant in the Humanities from NEH—a grant program to support humanities projects developed and



conducted by students and out-of-school youth—is the second generation offspring of another NEH beneficiary. In 1971 the Endowment helped create the Pearson Integrated Humanities Program at the University of Kansas in Lawrence. James Leek, one of Pearson's early graduates, studied classics and went on to teach. The Youthgrant enabled him and a handful of others to conduct the pilot project at Eudora Junior High School eight miles down the road. After a year this project took on a life of its own as it continued without NEH support.

The Direct Method Latin Program borrowed techniques which W. H. D. Rouse developed in Cambridge, England, at the turn of this century, techniques that have been widely used to teach modern languages orally. The Eudora program achieved several goals. The first, and most startling, was to teach Latin as a spoken language. Beyond that, Leek and his colleagues meant to "restore an appreciation of the classical roots of American culture," to improve the students' linguistic ability generally, and to develop teachers' skills.

Unforeseen challenges arose, he reports. For example, most of the students who enrolled the first year were doing poorly in their other classes. Evidently they took the course because it promised no texts or homework, so the teachers had to be unusually resourceful. "Daily lessons had to be varied and constantly moving because of the shorter attention span and the higher energy level of the students," Leek says. Competitive

games were invented, familiar songs and poems were translated.

The program worked. At the end of the first year, teachers could read a 15-minute story, administer a 25-question test, and get written answers in complete Latin sentences—without a word of English being uttered. The results were so heartening that a second year's curriculum was tried. Eudora Superintendent Charles Hill says the school would like to continue the program but has not yet found a qualified teacher. Leek has returned to his hometown of Fort Scott, where plans are being made to inaugurate a course modeled on the Eudora program. Two of his Eudora colleagues have founded in Spring Hill a private school that stresses classics. At this writing the future of Eudora's program remains uncertain, though student teachers from Lawrence may step in again. Hill says the course was particularly well received by parents, perhaps in part because of the town's Catholic heritage.

Dr. John Senior, professor of classics and chairman of the Pearson comparative literature program, says that nearly a dozen Pearson graduates are teaching new oral Latin programs around Kansas now.

The next step will be to offer Latin in high schools so that undergraduates entering the University will have a firm grounding and can start elementary Greek, which is now considered "as exotic as Tibetan," Senior says. He hopes the NEH-assisted projects have launched a classical renaissance in the Midwest.

—Philip Kopper



Living Latin at Work: Protesting the Common Site Veto

Courtesy Auth, © 1975 The Philadelphia Inquirer



## A Reading List on Greek and Roman Life

This is Part II of a reading list, 16th in the "Good Reading in the Humanities" series, prepared by John Scarborough, Associate Professor of Ancient History, University of Kentucky. Part I (Vol. V, No. 5-6, Dec. 1975) concerned matters of day-to-day living in the classical Greek city-states and in Republican and Imperial Rome. Using the materials of archaeology, epigraphy, and papyrology, scholars can fill great gaps in modern knowledge about how ordinary folks lived and died and what they thought of the ruling classes, in the process providing vivid and unvarnished glimpses of life as it really was.

### Readings: Particular Aspects of Life

SPORT IN GREECE AND ROME. H. A. Harris. *Ithaca, New York: Cornell University Press, 1972. 288 pp.*

GLADIATORS. Michael Grant, *London: Weidenteld and Nicolson, 1967. 128 pp.*

Ever wonder about chariots, horses, the howling crowds and paraphernalia that went with the ancient athletic events? Except for gladiatorial combat, Harris gives a full account, written in a spritely, enthusiastic style, based solidly on ancient materials. This is the best account in English on the Roman circus, containing anecdotes on betting on the chariot races that are corrective to the rampantly unhistorical *Ben-Hur*. *Sport in Greece and Rome* is in the "Aspects" series. In Grant's *Gladiators* are real combats, light years from romantic notions and the anachronisms of Howard Fast's novel, *Spartacus*. *Gladiators* outlines a daily routine, and numerous plates show the "uniforms" of the various kinds of professional fighters.

CRAFTSMEN IN GREEK AND ROMAN SOCIETY. Alison Burford. *Ithaca, New York: Cornell University Press, 1972. 256 pp.*

The artifacts unearthed by archaeologists from sites of classical antiquity are often rather puzzling in isolation, especially when they relate to common crafts like stonecutting, leatherworking, weaving, and the throwing of pottery. The great works of classical art rested upon several technical skills, often overlooked or omitted from books on art and artists. Burford sifts carefully the evidence of archaeology and literature, and admirably sets her account within the context of technical expertise and desires of wealthy patrons—for the works of "art," and the underlying concept of

skill/craft in ordinary life. This volume of the "Aspects" series has clear plates, as do all books in the series, and they provide magnificent illustrations for the points in the text.

THE RELIGIONS OF THE ROMAN EMPIRE. John Ferguson. *Ithaca, New York: Cornell University Press, 1970. 296 pp.* ROMAN SOCIETY AND ROMAN LAW IN THE NEW TESTAMENT. A. N. Sherwin-White. *Oxford: the Clarendon Press, 1965. 204 pp.*

One of the great revolutions in ancient history was the Roman acceptance of Christianity. In turn, Christianity emerged from a welter of religions in the Roman world, and a clear perspective of the historical development of Christian doctrine comes only from viewing it in its historical setting. Ferguson's *Religions of the Roman Empire* provides the essential background of the Great Mother, Sol Invictus, ever-popular Tyche ("Luck"), the charlatans of many colors pandering salvation, and the growing cross-identification of deities in the second and third centuries A.D. Sherwin-White, *Roman Society and Roman Law in the New Testament*, is most unusual in combining the everyday workings of Roman law with the colorful account of Paul's journeys, recorded in *Acts*. Both books employ evidence from Roman legal texts, as well as archaeology and epigraphy, that assures a rich portrait of religious challenge and change.

THE ANCIENT ECONOMY. M. I. Finley. *Berkeley and Los Angeles: University of California Press, 1973. 222 pp. Available in paperback.*

For this very difficult subject, Finley has given a lucid, always-factual account that is readable and thought-provoking. Carefully dissecting assumptions and myths from what the ancient documents say, Finley makes sure the modern reader perceives how economic systems in Greek and Roman antiquity were always based upon status and agriculture, rather than upon the modern notions of markets, credit, and mass publics demanding cheaply produced manufactured goods.

SLAVERY IN CLASSICAL ANTIQUITY. edited by M. I. Finley. *Cambridge (England): W. Heffer & Sons, Ltd., 1960. 235 pp. Available in paperback.*

Eleven essays by as many authors are here reprinted, with eight appearing in English. Both Greek and Roman slavery are represented, and the opinions

of the scholars range as widely as their chosen emphases. Finley contributes the stimulating, "Was Greek Civilization Based on Slavery?", Gregory Vlastos gives the brilliant "Slavery in Plato's Republic," and M. L. Gordon provokes thinking with his "The Nationality of Slaves under the Early Roman Empire."

**THE ARCHITECTS OF THE PARTHENON.** Rhys Carpenter. *Baltimore: Penguin Books, 1970. 193 pp. Available in paperback.*

History and architecture are bound together in this short volume, most unusual for its perspective. Recommended for art and architecture buffs.

**THE GREEKS AND THEIR GODS.** W. K. C. Guthrie. *Boston: Beacon Press, 1950. 388 pp. Available in paperback.*

For once, the jacket blurbs are correct in their lavish praise. Guthrie's volume is the finest, most readable single book on Greek religion and mythology. The quality of the scholarship is enhanced by the sparkle of easygoing wit.

**ASPECTS OF GREEK MEDICINE.** E. D. Phillips. *New York: St. Martin's Press, 1973. 240 pp.*

The contributions and missteps of Greek medicine, the rational germ of all of modern medical thought, receive clarity and precision in this book. Phillips handles the quagmire of the Hippocratic *corpus* with dexterity, and includes a good account of the Greco-Roman physician, Galen of Pergamon (c. A.D. 130-200), upon whom western medicine rested until c. 1750.

**ANIMALS IN ROMAN LIFE AND ART.** J. M. C. Toynbee. *Ithaca, N. Y.: Cornell University Press, 1973. 431 pp.*

Pictorial representations of animals were favorite subjects of Roman artists in many media. Dogs, mice, ducks, elephants, down to frogs and toads are found within this masterfully written and produced volume (in the "Aspects" series). An added bonus is the appendix, "Roman Veterinary Medicine" by R. E. Walker, the best account of this subject in English.

**ROMAN FARMING.** K. D. White. *Ithaca, New York: Cornell University Press, 1970. 536 pp.*

This thick tome is *the* book about the Roman farm. Crops, seasons, gods, ceremonies, stading, planting, plows and plowing, trees, markets, soils, fertilizers, irrigation methods, and how the Roman farm ideal colored nearly everything, are all packed into this volume, another in the "Aspects" series. White writes with the quiet respect and experience of farming rather rare in books on Rome.

**THE GREEK AND MACEDONIAN ART OF WAR.** F. E. Adcock. *Berkeley and Los Angeles: University of California Press. First published 1957. 109 pp. Available in paperback.*

The finest account in English on Greek warfare, this small booklet summarizes the subject of war from Homer through Alexander's successors in a puckish, unromantic manner. The glamor of war is stripped away, and the "art" is revealed for what it is: careful strategy, good tactics, and grinding training. Humor comes with the ludicrous picture of elephants tram-

pling everyone in odd moments, and with the huge lumbering rowed barges that sometimes passed for warships in Hellenistic times.

**THE ROMAN SOLDIER.** G. R. Watson. *Ithaca, New York: Cornell University Press, 1969. 256 pp.*

From the rich epigraphical evidence, Watson reconstructs life in the legion, both in terms of the units and in light of the individual soldier's experience. Watson does not glorify life in the army, but presents it as it was: an occasionally dreary round of patrols, garrison-duties, counter-raids, and building projects, all within the Roman concept of a volunteer professional army that altered the society it was designed to serve.

**TRAVEL IN THE ANCIENT WORLD.** Lionel Casson. *Toronto: Hakkert, 1974. 384 pp.*

Pulling many kinds of evidence together, Casson answers the questions moderns have about "how long it took" and how did one get from place to place in classical Greece and in the Roman Empire. Here are roads, ships, knapsack-toting itinerant philosophers and teachers, inns and their dismal state, tourists gawking and guides pandering, and the museums storing what Greeks and Romans thought worthy. There is even a short chapter on the "mail service," reserved for the rich and politically powerful.

## Some Sources

The books listed above are based upon a varied number of literary sources. One may easily gain direct experience with many of these materials in excellent translations. Recommended readings are: from the Penguin Classics (Penguin Books, Baltimore; all in paperback): Apuleius, *The Golden Ass*; Aristophanes, *The Frogs and Other Plays (Wasps, Poet and the Women)*; Aristotle, *The Politics*; Arrian, *Campaigns of Alexander*; Caesar, *The Conquest of Gaul*; Cicero, *On the Good Life*; *Greek Political Oratory* (Thucydides, Lysias, Andocides, Isocrates, Demosthenes); Herodotus, *The Histories*; Homer, *The Iliad and The Odyssey*; Juvenal, *The Sixteen Satires*; Livy, *The Early History of Rome and The War With Hannibal*; Lucian, *Satirical Sketches*; Marcus Aurelius, *Meditations*; Menander, *Plays and Fragments*; Ovid, *Metamorphoses*; Pausanias, *Guide to Greece*; Petronius, *The Satyricon and the Fragments*; Plato, *Last Days of Socrates, The Republic, Timaeus, and The Symposium*; Pliny the Younger, *Letters*; Plutarch, *Rise and Fall of Athens, Age of Alexander, Makers of Rome, and Fall of the Roman Republic*; Sallust, *Jugurthine War and Conspiracy of Catiline*; Seneca, *Letters From A Stoic*; Suetonius, *The Twelve Caesars*; Tacitus, *Agricola, Germania, Annals of Imperial Rome, and Histories*; Virgil, *Pastoral Poems and The Aeneid*; Xenophon, *The Persian Expedition ("Anabasis")*; from the Loeb Classical Library (Harvard University Press): Cato, *On Agriculture*; Celsus, *On Medicine*; Cicero, *Letters to His Friends and Letters to Atticus*; Galen, *On the Natural Faculties*; Martial, *Epigrams*; Pliny the Elder, *Natural History*; Theophrastus, *Enquiry Into Plants*; Vitruvius, *On Architecture*; Xenophon, *On the Art of Horsemanship*.

## NEH Note

### New Council Members Named

President Ford has appointed nine persons to the National Council on the Humanities, the Endowment's advisory board. Chaired by the Endowment chairman, Ronald Berman, the Council comprises 26 individuals selected from among scholars in the humanities, educational and cultural institutions, and from the public sector.

**Durwood Belmont Varner**, President of the University of Nebraska, was appointed to complete four years of the term of Edward H. Levi, who had resigned on becoming Attorney General.

The following were named to six-year terms ending January 26, 1982:

**Nancy Davies**, Enid, Oklahoma, a member of the Oklahoma Humanities Committee and first woman president of the University of Oklahoma Board of Regents;

**John Hope Franklin**, John Matthews Manly Distinguished Service Professor of History, University of Chicago;

**Jay Gordon Hall**, Washington, D. C., former Director of Government Relations for General Motors Corporation and an accomplished Latinist;

**Richard Wall Lyman**, president of Stanford University;

**Concha Ortiz y Pino de Kleven**, Albuquerque, New Mexico, active in civic, religious, and cultural affairs on the local, state, and national level for many years.

**Eugene Smith Pulliam**, Indianapolis, Indiana, president and publisher of the Indianapolis News and the Indianapolis Star.

**Joe Bob Rushing**, Fort Worth, Texas, Chancellor of the Tarrant County Junior College District.

**John Walton Wolfe**, Columbus, Ohio, Chairman of the Board of the Columbus *Dispatch*, of RadiOhio, Inc. and other corporations.

Present members of the Council are:

Mrs. Howard F. Ahmanson, arts collector and philanthropist, Beverly Hills, California. Mr. Ted Ashley, President, Warner Brothers, Burbank, California. Honorable Luis Alberto Ferré, former Governor of Puerto Rico, San Juan, Puerto Rico. Dr. Hanna H. Gray, Provost, Yale University, New Haven, Connecticut. Dr. Jeffrey Hart, Professor of English, Dartmouth College, Hanover, New Hampshire. Mr. William A. Hewitt, Chairman and Chief Executive, John Deere and Company, Moline, Illinois. Dr. Robert Hollander, Jr., Professor of European Literature, Princeton University, Princeton, New Jersey. Dr. Sidney Hook, Lou Hoover Library, Stanford University, Stanford, California. Dr. Martin Kilson, Jr., Professor of Government, Harvard University, Cambridge, Massachusetts. Mr. Irving Kristol, Editor, THE PUBLIC INTEREST, New York, New York. Dr. Truman G. Madsen, Professor of Philosophy, Brigham Young University, Provo, Utah. Dr. Robert Nisbet, Albert Schweitzer Professor in the Humanities, Columbia University, New York, New York. Mrs. John D. Rockefeller, III, Trustee, Museum of Modern Art, New York, New York. Mr. Sheldon H. Solow, builder and art collector, New York. Mr. Richard R. St. Johns, President, Richard R. St. Johns and Associates, Culver City, California. Dr. Frank E. Vandiver, Provost, Rice University, Houston, Texas.

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