

## Reviews

Octavio Paz.  
**CLAUDE LEVI-STRAUSS:  
AN INTRODUCTION.**  
Translated from the Spanish  
by J.S. Bernstein  
and Maxine Bernstein.  
Ithaca, N.Y.: Cornell U. Press,  
1970.  
159 pp. \$6.95.

In this small volume, Octavio Paz, the Mexican poet-diplomat, has brought his unusual perspective to what he describes as a resumé of his "impressions and reflections" after reading the works of the famed anthropologist, Claude Lévi-Strauss.

Although Lévi-Strauss is best known to those social scientists who share his concern for the place of man in the natural system, his influence, according to Paz, has spread far beyond the confines of the social sciences. The writings of Lévi-Strauss, in Paz's view, have a threefold importance: anthropological, philosophical and aesthetic. Specialists in many fields, he says, find in Lévi-Strauss's work a brilliant and disturbing contribution to the literature of their respective disciplines. For example, Paz gives some attention to "the particular relation which connects Lévi-Strauss's thought with linguistics" (p. 12). After a brief review of the transition from functionalism to structuralism, in America in the twenties, the author describes how Lévi-Strauss applied, with daring ingenuity, the structural method of linguistics to anthropology to reveal the relations between the universe of discourse and non-verbal reality. In reference to *Le Cru et le cuit*, one of Lévi-Strauss's best-known books, Paz points out: *Lévi-Strauss's purpose is not so much to study all American myths as it is to decipher their structure, isolate their elements and relational terms, discover the way in which mythical thought works.* (p. 46)

Paz has some ideas of his own

to offer the reader of this "introduction" to Claude Lévi-Strauss. In the manner of Ivan Illich, he is caustically critical of the U.S. He sees it discredited by a large section of its own citizenry who are alienated and ashamed. The sins of the U.S. have been an "overevaluation of change" and overcommitment to progress. "It is a giant which is walking faster and faster along a thinner and thinner line."

Again, Paz takes issue with McLuhan on the "new media of oral communication" and their power to reintroduce face-to-face dialogue:

*Despite their restoring to the word its verbal dynamism... radio and television increase the distance between the one speaking and the one who is listening... The true foundation of all authentic democracy and socialism is, or ought to be, conversation...* (p. 108)

However, most of the text is devoted to an assessment of the writings of Lévi-Strauss and the play of his ideas on the theme of human nature as a harmony and a proportion. These are ideas of fundamental significance to the educator.

Monika Kehoe  
University of Guam

J.A. Corry.  
**FAREWELL THE IVORY  
TOWER: UNIVERSITIES IN  
TRANSITION.**  
Montreal: McGill-Queen's  
University Press, 1970.  
121 pp. \$7.50.

Dr. Corry, former Principal of Queen's University, adds his name to a growing list of educators — Eric Ashby, Clark Kerr and James Perkins among others — who, in recent years, have spoken and written perceptively on the role and character of the university in contemporary society. This book is a collection of addresses delivered by the author to university audiences between 1961 and 1969.

As one works his way through Corry's addresses, it becomes increasingly clear that the author, rather like a Canadian Fichte, is speaking less to scholars than to the broad public. Like the early nineteenth century German philosopher, he lectures the nation on the relationship between society and education. Maintaining the view that the contemporary university has shed its ivory tower casing, thus necessitating a redefining of university-community relations, he sets out to re-educate the public in its new role before the university.

His major thesis is that the present century has seen the university wrenched from its private moorings and thrust into the mainstream of society. No longer does the university practice an institutional form of rugged individualism, given to serving its own ends and paying little or no heed to the larger problems of society. No longer are the universities cozy institutions serving a select clientele and operating on the periphery of daily life. Universities have submitted in spirit to the right of eminent domain. In short, they have become institutions of public interest.

And although universities as institutions of public interest have a duty to serve their benefactor, it does not follow, reasons Corry, that they must kow tow to every whim of society. Universities must have freedom to make their own decisions and manage their own affairs within the larger context of societal goals. The unique and paradoxical role of the modern university in a democratic state is demonstrated by the fact that while the institution depends heavily on the public for moral and financial support, it has a continuing responsibility to criticize society. One wonders whether the university can both be principal and agent in the educational enterprise.

Roger Magnuson  
McGill University

H.H. McAshan.  
WRITING BEHAVIORAL  
OBJECTIVES:  
A NEW APPROACH.  
New York: Harper and Row,  
1970. 116 pp. \$2.50.

The title of this little book suggested that it might be quite useful to the teacher educator. I looked forward to something like Pipe's *Practical Programming* — a small "how to do it" text (but with a respectable amount of theory) that would fit into a flexible course in Educational Psychology and lend itself to realistic exercises for future teachers. In the past I have asked my students to devise, for specific units of work, behavioral objectives and test items following Bloom's *Taxonomy* (or as illustrated in Hedges' *Testing and Evaluation for the Sciences*), and I hoped to find something of the same kind in this book.

I soon found on examining Mr. McAshan's text that he deals chiefly with the formulation of objectives at the macro level, that is, for general curriculum and system-wide units. Perhaps examples of the kind of objectives he is concerned with will illustrate the point:

*"To develop the ability of seventh-grade students to measure lengths in metric system and other standards as measured by a written teacher-made test in which 75% of the students measure correctly 8 out of 10 objects using two different standards for each object"* (p. 42).

*"To increase the learning achievement in word study skills of second grade students as measured by the Primary I Battery of the Stanford Achievement Test for Word Study Skills on which 90% of the students score at grade level or above"* (p. 48).

Mr. McAshan is concerned, quite rightly, that objectives be written very specifically. Through a rather