

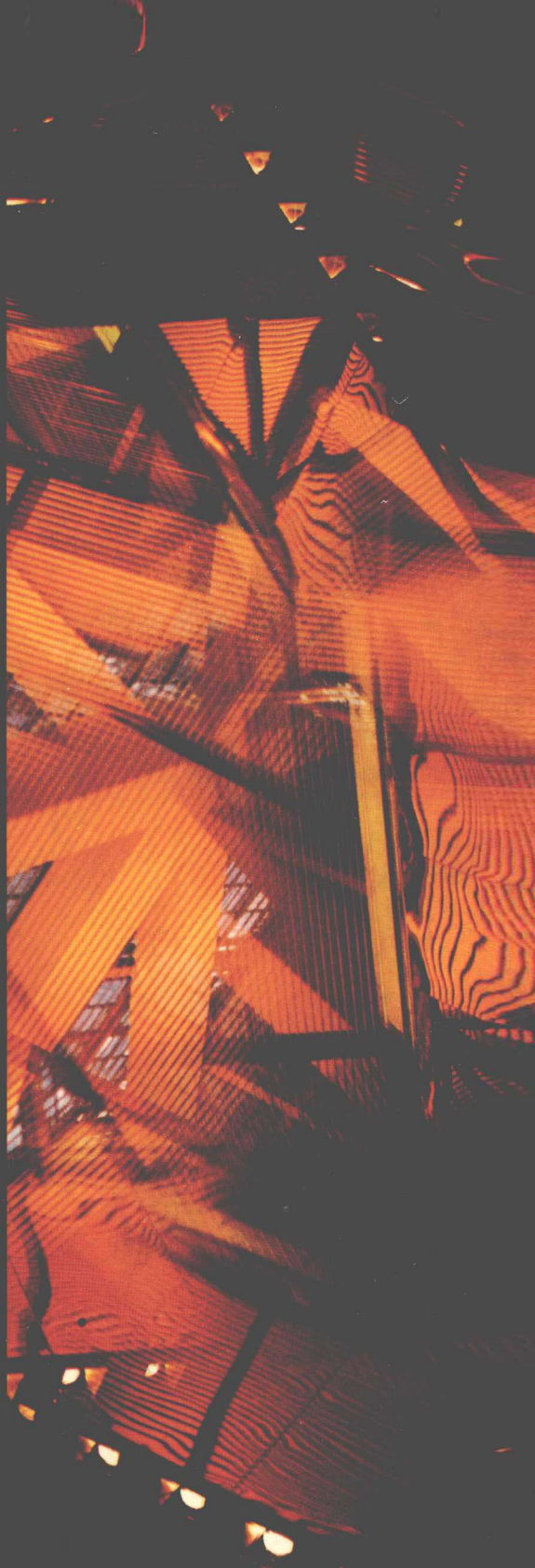
Second Edition

Fields of Writing

READINGS
ACROSS
THE DISCIPLINES

Edited by

NANCY R. COMLEY
DAVID HAMILTON
CARL H. KLAUS
ROBERT SCHOLES
NANCY SOMMERS



FIELDS OF --- WRITING ---

READINGS ACROSS --- THE DISCIPLINES ---

Second Edition

Nancy R. Comley

QUEENS COLLEGE, CUNY

David Hamilton

UNIVERSITY OF IOWA

Carl H. Klaus

UNIVERSITY OF IOWA

Robert Scholes

BROWN UNIVERSITY

Nancy Sommers

RUTGERS UNIVERSITY

Library of Congress Catalog Card Number: 86-60644
Copyright © 1987 by St. Martin's Press, Inc.
All Rights Reserved.
Manufactured in the United States of America.
10987
fedcba

For information, write St. Martin's Press, Inc.,
175 Fifth Avenue, New York, N.Y. 10010

cover photo: Joel Gordon
cover design: Darby Downey

ISBN: 0-312-288395

ACKNOWLEDGMENTS

- Ron Amundson, "The Hundredth Monkey Phenomenon," *The Skeptical Inquirer*, Vol. IX, No. 4, Summer 1985, pp. 349-356.
- Maya Angelou, "Graduation," from *I Know Why the Caged Bird Sings* by Maya Angelou. Copyright © 1969 by Maya Angelou. Reprinted by permission of Random House, Inc.
- Isaac Asimov, "The Case Against Man," Copyright © 1970 by Field Enterprises Inc. from *SCIENCE PAST-SCIENCE FUTURE* by Isaac Asimov. Reprinted by permission of Doubleday and Company, Inc.
- Isaac Asimov, "My Built-In-Doubter," Copyright © 1961 by Mercury Press from *FACT AND THEORY* by Isaac Asimov. Reprinted by permission of Doubleday and Company, Inc.
- Russell Baker, "The Cruellest Month," September 21, 1980. Copyright © 1980 by The New York Times Company. Reprinted by permission.
- Diana Baumrind, "Review of Stanley Milgram's Experiments," from "Some Thoughts on the Ethics of Research: After Reading Milgram's 'Behavioral Study of Obedience'," *American Psychologist*, Vol. 19, 1964, pp. 421-423. Copyright © 1964 by the American Psychological Association. Reprinted by permission of the publisher and the author.
- Bruno Bettelheim, "The Ignored Lesson of Anne Frank," Copyright © 1960 by Bruno Bettelheim and Trude Bettelheim as Trustees. Reprinted from *Surviving and Other Essays* by Bruno Bettelheim by permission of Alfred A. Knopf, Inc.
- Bruno Bettelheim, "Joey: 'A Mechanical Boy,'" reprinted with permission. Copyright © 1959 by Scientific American, Inc. All rights reserved.
- Michael Brown, "Love Canal and the Poisoning of America," Copyright © 1979 by Michael Brown. Reprinted from *LAYING WASTE: LOVE CANAL AND THE POISONING OF AMERICA* by Michael Brown, by permission of Pantheon Books, a division of Random House, Inc.
- Edward Hallet Carr, "The Historian and His Facts," from *What Is History?* by Edward Hallet Carr. Copyright © 1980 by Edward Hallet Carr. Reprinted by permission of Alfred A. Knopf, Inc.
- Edward Hallet Carr, "The Historian and His Facts," from *What Is History?* Reprinted by permission of Macmillan, London and Basingstroke.
- Rosalind Coward, "Let's Have a Meal Together," from *FEMALE DESIRES*. Copyright © 1985 by Rosalind Coward. Reprinted by permission of Grove Press, Inc. Reprinted by permission of Grafton Books, a division of Collins Publishing Group.
- Francis Crick, "Time and Distances, Large and Small," from *Life Itself*. Copyright © 1981 by Francis Crick. Reprinted by permission of Simon & Schuster, Inc.
- A.R. Damasio and D. Tranel, "Knowledge Without Awareness," from *Science*, June 21, 1985, Vol. 228, pp. 1453-1454. Copyright © 1985 by the American Association for the Advancement of Science.
- Charles Darwin, "The Action of Natural Selection," from *The Essential Darwin*, edited by Robert Jastrow. Copyright © 1984 by Robert Jastrow. Reprinted by permission of Little, Brown and Company.

Acknowledgments and copyright continue at the back of the book on pages 777-780, which constitute an extension of the copyright page.

FIELDS OF WRITING

Second Edition

For Instructors

In putting together the second edition of *Fields of Writing*, we have once again been committed to producing a composition reader that is truly cross-curricular. Our convictions about the value of such a reader have been confirmed by the detailed reactions and suggestions of more than 100 instructors who used the first edition, virtually all of whom told us to keep the collection just as wide-ranging in its subject matter as before. So our table of contents again covers a broad array of topics, from the Egyptian pyramids to *E.T.*, from the bubonic plague of the fourteenth century to the atomic bombing of Nagasaki, from the characteristics of narcissism to the nature of mathematical proof. So, too, the table of contents again offers material drawn equally from the arts and the humanities, from the social sciences and public affairs, and from the sciences and technologies—from the major areas of the curriculum in both their academic and applied forms. Overall, then, you will find here a total of 90 selections as various in subject, form, and purpose as the different kinds of reading and writing that students are expected to carry on both in undergraduate education and in the world outside the classroom.

In organizing our collection, we have once again grouped pieces according to four broad rhetorical categories—"Reflecting," "Reporting," "Explaining," and "Arguing"—that represent essential kinds of reading and writing in virtually every academic or professional area. In every field, persons need to think about past experience (reflecting), convey information (reporting), make sense of knowledge (explaining), and debate controversial ideas and issues (arguing). Within each of these four categories, we have as before grouped the selections according to three broad curricular areas—"Arts and Humanities," "Social Sciences and Public Affairs," and "Sciences and Technologies." This combined system of organization, our reviewers tell us, has proved to be a convenient aid to discovering and assigning selections for a variety of classroom purposes.

While maintaining this rhetorical/cross-curricular system of organization, we have been stimulated by the suggestions of instructors who used the first edition to make a substantial number of changes throughout the table of contents, with the result that 50 of the 90 selections are new to this edition. These new selections, have enabled us to include pieces by some of the major scholars, thinkers, and observers who did not appear in the first edition, such as E.M. Forster,

John Kenneth Galbraith, John Hersey, Karen Horney, Carl Jung, Martin Luther King, Thomas Kuhn, Suzanne Langer, P. B. Medawar, Joyce Carol Oates, Bertrand Russell, and Alice Walker. Additional pieces by authors already appearing in the first edition have enabled us to represent several writers in depth—Isaac Asimov, Bruno Bettelheim, Stephen Jay Gould, Margaret Mead, and Lewis Thomas.

New selections have also enabled us to provide pairings or sets of topically related pieces throughout the table of contents, so that students will have numerous opportunities to read and consider different perspectives on a single issue or to explore a particular topic in depth. Wherever possible, we have placed these topically related pieces side by side, so that you can quickly find them in the table of contents. But in some instances, they necessarily appear under different rhetorical headings. So, we have also prepared a “Topical Guide to the Contents,” making it possible to approach all of the selections in terms of particular subjects of study or themes of interest.

Our critical apparatus, once again, focuses on the rhetorical concepts and techniques that apply to reading and writing across the curriculum. These frameworks are discussed in our general introduction, “For Students,” as well as in the more detailed introductions to each of the four main sections, “Reflecting,” “Reporting,” “Explaining,” and “Arguing.” These sectional introductions, which are illustrated with passages from the anthologized readings, define each type of writing, discuss its relevance within a broad range of fields, compare and contrast its use in differing fields and situations, as well as identify and explain methods of achieving its aims. Thus, the introductions show, for example, how description and narration are basic in reporting or how analogy, comparison and contrast, definition, and illustration are basic to explaining. All of the rhetorical aims and modes that we discuss in the critical apparatus are referenced in a “Rhetorical Index” to the collection that we have provided at the back of the book.

Concepts and terms that figure in the sectional introductions are also applied throughout the remainder of our editorial apparatus. So you will find that our headnote for each piece identifies and wherever necessary explains the professional field of its author and the rhetorical context or source of its original publication. Likewise, our questions following each selection call for reading and writing that relate form and style to purpose, subject, and academic field. Beyond these highly focused questions following each piece, you will find a more broadly based set of “Writing Suggestions” at the end of each main section. These assignments bring together two or more pieces from a particular section, relating them in terms of an academic, professional, personal, or rhetorical topic. And at the end of the collection, you will find our most spacious and challenging set of ideas for composition, “Suggestions for Writing Across the Disciplines.” These assignments offer opportunities to pull together several read-

FOR INSTRUCTORS

ings and encourage the exploration of broad issues, questions, and problems that are of concern in every academic and professional field.

Because the material in this collection is intended to help students develop their reading and writing abilities, we have prepared two appendices that offer special guidance in these areas. "Reading and Rereading" explains and illustrates various approaches to reading through a detailed discussion focusing primarily on an essay by E.B. White. "Writing and Rewriting," in turn, explains and illustrates the composing process through a detailed discussion of the same essay by White, including previously unpublished notes and drafts that White prepared in the process of writing the piece. These appendices, then, like the rest of this book are meant to present reading and writing not in abstract terms, but through examples that vividly demonstrate what is actually involved in each activity.

ACKNOWLEDGMENTS

Once again, we have many people to thank for helping us to make our way across the disciplines.

For their detailed reactions to the first edition of *Fields of Writing*, we are grateful to Stephen Adams, Virginia Polytechnic Institute and State University; Joanne Altieri, University of Washington; Mark C. Amodio, University of California at Berkeley; Lawrence R. Barkley, University of Redlands; Samuel I. Bellman, California State Polytechnic University at Pomona; John Boe, University of California at Davis; Robert Boenig, Rutgers University; Ethel Bradford, Siena Heights College; Lori Buffum, University of Texas at San Antonio; Rosemarie Bufo, Baptist College; Stephanie Bulger, University of Utah; Charles O. Burgess, Old Dominion University; Lyall Bush, Rutgers University; Lana Cable, Russell Sage College; Wilma Clark, University of Wisconsin at Eau Claire; Marlene Clarke, University of California at Davis; Patricia C. Click, University of Virginia; Renee Lapham Collins, Siena Heights College; Linda Seidel Costic, Northeast Missouri State University; Donna Craft, Wayne State University; David Crowe, University of Minnesota; Helen Dale, University of Wisconsin at Eau Claire; Sharon Dean, Rivier College; Beverly J. DeBord, Glenville State College; Cheryl Duke, Texas Tech University; Donna Earles, Virginia Polytechnic Institute and State University; Doris S. Earnshaw, University of California at Irvine; Nancy Edwards, Bakersfield College; Wilma Evans, University of Minnesota; Ann Farmer, Whittier College; Stephanie Fay, University of California at Davis; Richard Fine, Virginia Commonwealth University; Barbara M. Goff, Rutgers University; Sandra A. Grayson, Saint Mary's College of California; Connie Jo Hale, University of Washington; Clyde Hankey, Youngstown State University; Dominick J. Hart, Eastern Kentucky University; Susan T. Hitchcock, University of Virginia; Mimi Hotchkiss, University

FOR INSTRUCTORS

of California at Los Angeles; Charles E. Jeffries, Glenville State College; Judith L. Johnston, Rider College; Mary G. Jones, Macomb Community College; Laurie Kaplan, Goucher College; Phyllis Karas, North Shore Community College; Lynne Kellermann, Rutgers University; Ann Kilpatrick, University of Arizona; Ann Kimmage, Plattsburgh State University; Malcolm Kiniry, University of California at Los Angeles; David J. Klooster, DePauw University; Delores LaGuardia, San Jose State University; Elizabeth Larsen, West Chester University; Thomas M. C. Lauden, Holy Cross College; Ralph M. Leary, Rutgers University; Portia Lee, University of California at Santa Barbara; Roger Lewis, George Mason University; Marie Logue, Rutgers University; Barbara A. Looney, Rutgers University; Palma Lower, California State University at Sacramento; Phillip Mahaffey, Texas Tech University; Barbara Mallonee, Loyola College; Barbara Mather, Rutgers University; Michelle S. Maycock, Virginia Polytechnic Institute and State University; Mary McCann, Siena Heights College; Lee McKenzie, University of Utah; Arthur A. Moliterno, Wright State University; Shirley Morahan, Northeast Missouri State University; Timothy Morris, Rutgers University; Diana Muir, University of California at Davis; Neil Mulhern, Rutgers University; Kathryn Neeley, University of Virginia; Gwen Nelson, Rutgers University; Elizabeth Otten, Northeast Missouri State University; Ted Otteson, University of Missouri at Kansas City; Susan Palo, University of California at Davis; Fred F. Paulenich, Youngstown State University; Bruce L. Pearson, University of South Carolina; Dan Propp, North Shore Community College; Lalita Prabhu, Youngstown State University; Teresa Purvis, Ramapo College; Phyllis C. Ralph, University of Missouri at Kansas City; Lloyd Raskin, Macomb Community College; Ruth Ray, Wayne State University; Pamela Regis, Western Maryland College; W. Dean Rigby, Brigham Young University; Anca Rosu, Rutgers University; Lori Ruediger, Rivier College; Eric James Schroeder, University of California at Davis; Lisa M. Schwerdt, Purdue University; H. Lee Shannon, Wayne State University; Roger Sheffer, Mankato State University; J. D. Skaggs, University of Texas at Austin; James R. Sodon, Saint Louis Community College at Florissant Valley; Norman Stahl, Georgia State University; Marta Steele, Rider College; Patrick Story, George Mason University; Susan Strom, Rider College; Patricia Stuart, Norwich University; Audrey Fay Sullivan, West Valley College; Joanna Tapper, University of Arizona; Karen Toloui, Diablo Valley College; J. M. Valenti, University of Tampa; Whitney Vanderwerff, Elon College; Craig Werner, SUNY College at Buffalo; Julia Whitsitt, Texas Tech University; and Joan Worley, University of California at Santa Barbara.

For their knowledgeable suggestions of readings to consider for the second edition, we are grateful to Andrea Bakst; Diane Dowdey, Texas A & M University; Jim Hanlon, Shippensburg University of Pennsylvania; Nancy Jones, University of Iowa; Janine Karoly; Donald McQuade, University of California at Berkeley; Steven Moore, Rutgers University; Susan Osborn, Rutgers Univer-

FOR INSTRUCTORS

sity; Elizabeth Robertson, University of Iowa; Mimi Schwartz, Stockton State College; Kurt Spellmeyer, Rutgers University; and Steven Weiland, University of Minnesota. For their expert reviews of the readings and critical apparatus in the second edition, we are grateful to Sam Dragga, Texas A & M University; Michael Finney, Youngstown State University; Linda Kitz, Cabrillo College; and Nevin K. Laib, Northern Arizona University. For her thoughtful editing of the manuscript, we are grateful to Marcia Muth. For their excellent work in bringing this book into print, we are grateful to the staff at St. Martin's Press, especially Richard Steins, Vivian McLaughlin, and Laura Starrett. Above all, we are indebted to our editor, Nancy Perry, whose contributions have, as ever, been inestimable.

N.R.C
D.H.
C.H.K.
R.S.
N.S.

For Students

Fields of Writing: Readings Across the Disciplines, second edition, is intended to help you develop the abilities in reading and writing that you will need as you move from one course to another, one field of study to another, throughout your college career. In some senses, of course, all areas of study expect the same things of you—namely, close and careful reading as well as clear and exact writing, with an attentiveness above all to information and ideas. But the particular kinds of information, ideas, and concerns that distinguish each field of study also call for somewhat different reading and writing abilities. As you might imagine, for example, a book review for a literature course requires a different form and style from a lab report in physics. So in putting together this collection, we have tried to give you a sampling of the varied fields of writing you are likely to encounter in the academic world.

Most undergraduate schools are organized around some version of the traditional division of studies into “the humanities,” “the social sciences,” and “the sciences.” The humanities generally include fields of learning that are thought of as having a cultural orientation, such as language, literature, history, philosophy, and religion. The social sciences, which include such fields as anthropology, economics, education, political science, psychology, and sociology, deal with social institutions and the behavior of their individual members. The sciences include fields of knowledge that are concerned with the natural and physical world, such as astronomy, botany, chemistry, physics, and zoology.

These traditional divisions of study are closely affiliated with applied areas of study and work that exist not only in colleges and universities but also in the professional world outside higher education. The humanities, for example, are closely allied with the arts; the social sciences, with public affairs such as business and government; and the sciences, with technology. These basic divisions and clusterings of fields—“The Arts and Humanities,” “The Social Sciences and Public Affairs,” “The Sciences and Technologies”—are so broadly applicable that we have used them as one of the organizing principles in our table of contents.

Like any set of categories, these divisions are a convenient, but by no means foolproof, system of classification. Though the system can help you to understand the academic world and the broad range of academic reading and writing,

it needs to be used with tact and with a recognition that it will not do perfect justice to the exact state of affairs in every specialized field at every college and university. Specialists in a particular field, such as psychology, sometimes migrate from one broad area of learning to another, from the social sciences to the sciences, for example, according to the orientation of their own research in a particular project. Or specialists from several fields may come together to work on a project or to form an interdisciplinary area of research, such as environmental studies, which involves a wide range of academic disciplines—botany, chemistry, economics, philosophy, political science, and zoology. So, the writing that results from these projects often can be categorized in more than one broad area of learning, and wherever this is so in *Fields of Writing* you will probably find that we have taken note of this alternative either in the introduction to the piece or the questions following it.

The writing we have collected here can be understood not only in terms of the area of learning that it represents, but also in terms of the particular purpose it is meant to achieve. Every piece of writing, of course, is the product of an author's personal and professional motives, so in a sense the purposes for writing are as complex and varied and ultimately mysterious as are authors themselves. But setting aside the mysteries of human nature, it is possible to define and isolate a clear-cut set of purposes for writing, which we refer to as "Reflecting," "Reporting," "Explaining," and "Arguing," one or another of which predominates in most academic and professional writing. So, we have used this set of purposes as the major organizing principle in our table of contents.

By "Reflecting," we mean a kind of writing in which authors are concerned with recalling and thinking about their past experience, for personal experience is often an especially valuable source of knowledge and learning. By "Reporting," we mean writing that is concerned primarily with conveying factual information about some particular aspect of the world, past or present. By "Explaining," we mean writing that is concerned primarily with making sense of information or shedding light on a particular subject. By "Arguing," we mean writing in which authors debate competing explanations, values, or beliefs. Like our other categories, these are a convenient, but not air-tight, system of classification. So, they need to be used tactfully, with an awareness that to some degree they are bound to overlap. Most pieces of explanation at some point will involve reporting, if only to convey the information or subject to be explained. And most pieces of argument will call for some explanation, if only to make clear the issues that are at odds with one another. But generally you will find one or another of these purposes to be dominant in any particular piece of writing, and wherever a piece seems to us to hover between two different purposes, we will mention the problem in our headnote or invite you to think about it in the questions following the selection.

We think that an awareness of these basic purposes can be especially helpful both in the process of reading and in the process of writing, no matter what

FOR STUDENTS

academic or professional field is involved. So, we have introduced each part of our collection with an essay on “Reflecting,” “Reporting,” “Explaining,” or “Arguing.” In these essays, you will find detailed definitions and examples of each purpose, as well as explanations and illustrations of how to carry it out in differing fields and situations. Each selection within each part is accompanied by a brief headnote, explanatory footnotes where necessary, and a set of questions for you to think about in your reading and writing. At the end of each part, you will find additional reading and writing suggestions that are addressed to more than one essay. And at the end of the four parts, you will find still other suggestions that invite you to think about pieces in very broad topical frameworks which bring together a number of fields and purposes.

Following the four main parts of our anthology, you will find two special sections: “On Reading and Rereading,” which will show you various ways to read and understand the pieces in this book or any other material you might encounter in your studies, and “On Writing and Rewriting,” which will give you an actual example of how one writer goes through the process of composing a piece of writing. All of this supplementary material is also meant to help you develop your abilities in reading and writing. The rest is up to your instructor, your classmates, and you.

Contents

<i>For Instructors</i>	v
<i>Topical Guide to the Contents</i>	xxii
<i>For Students</i>	xxviii

REFLECTING 1

Arts and Humanities

MAYA ANGELOU, Graduation	9
<i>A poet and fiction writer recalls her graduation from an all-black junior high school.</i>	
FREDERICK DOUGLASS, Learning to Read and Write	20
<i>An abolitionist shows how reading and writing helped to liberate him from slavery.</i>	
BERTRAND RUSSELL, Why I Took to Philosophy	26
<i>A philosopher tells why he did not become a mathematician.</i>	
RUSSELL BAKER, The Cruellest Month	31
<i>A newspaper columnist tells why he did not become a physicist.</i>	
ISAK DINESEN, The Iguana	34
<i>A storyteller shows how she learned about the elusive beauty of exotic things.</i>	

CONTENTS

JOAN DIDION, On Keeping a Notebook	36
<i>An essayist and novelist explores her reasons for keeping a personal notebook.</i>	
<i>Social Sciences and Public Affairs</i>	
MARTIN LUTHER KING, JR., Pilgrimage to Nonviolence	43
<i>The Civil Rights activist and minister reveals what led him to the philosophy of passive resistance.</i>	
N. SCOTT MOMADAY, The Way to Rainy Mountain	51
<i>An anthropologist, novelist, and poet goes back to the source of his Native American heritage.</i>	
GEORGE ORWELL Shooting an Elephant	57
<i>An essayist and novelist remembers an enlightening incident from his days as a police officer in Burma.</i>	
CARL G. JUNG, Sigmund Freud	64
<i>A student of Freud makes a surprising psychological discovery about his famous teacher.</i>	
JEREMY SEABROOK, A Twin Is Only Half a Person	70
<i>A sociologist shows how his family's assumptions about twins shaped him and his twin brother.</i>	
ZOE TRACY HARDY, What Did You Do in The War, Grandma?	75
<i>A college teacher tells about her experience in making a secret World War II weapon.</i>	
<i>Sciences and Technologies</i>	
LEWIS THOMAS, 1933 Medicine	85
<i>A doctor and cell biologist recalls his medical training and the emergence of modern medicine.</i>	
BANESH HOFFMANN, My Friend, Albert Einstein	92
<i>A mathematician remembers the surprising simplicity of the great physicist.</i>	

CONTENTS

HEINZ R. PAGELS, The Cosmic Code	97
<i>A physicist explores some basic questions about science, humanity, and the universe.</i>	
ANNIE DILLARD, Lenses	104
<i>An essayist and naturalist compares the experience of looking through a microscope and looking through binoculars.</i>	
LOREN EISELEY, The Bird and the Machine	108
<i>A naturalist contemplates the gulf between living organisms and their technological counterparts.</i>	
Writing Suggestions for Reflecting	116
REPORTING	
121	
<i>Arts and Sciences</i>	
E. B. WHITE, The Ring of Time	129
<i>An essayist and author of children's books recaptures the enchantment of a young circus rider practicing her art.</i>	
ALICE WALKER, Looking for Zora	134
<i>A novelist, poet, and essayist searches for the grave—and history—of the writer Zora Neale Hurston.</i>	
E. M. FORSTER, Voltaire's Laboratory: How They Weighed Fire	149
<i>A novelist and essayist reports on a scientific competition between the great French writer Voltaire and his mistress, Madame du Châtelet.</i>	
VIRGINIA WOOLF, The Death of the Moth	155
<i>A novelist and essayist observes the life and death flutterings of a moth.</i>	
BARBARA TUCHMAN, "This is the End of The World": The Black Death	158
<i>A historian details the ravages of the plague that swept through medieval Europe.</i>	

CONTENTS

Social Sciences and Public Affairs

- WILLIAM LAURENCE, **Atomic Bombing of Nagasaki Told
by Flight Member** 169
*A reporter tells about the flight that culminated in the atomic
bombing of Nagasaki.*
- JOHN HERSEY, **Hatsuyo Nakamura** 176
*A novelist and journalist recounts the life of a woman who
survived the atomic bombing of Hiroshima.*
- MARGARET MEAD, **A Day in Samoa** 184
*A cultural anthropologist describes the sights and sounds of a
typical day in a primitive seaside village.*
- FARLEY MOWAT, **Observing Wolves** 188
*An observer of animal behavior tells about his attempt to get
recognition from a clan of wolves.*
- JANE VAN LAWICK-GOODALL, **First Observations** 192
*An observer of animal behavior recounts the experiences that led to
an important discovery about chimpanzees.*
- HORACE MINER, **Body Ritual Among the Nacirema** 200
*A cultural anthropologist describes the "exotic customs" of a
"magic ridden" North American people.*

Sciences and Technologies

- ROY C. SELBY, JR., **A Delicate Operation** 207
*A neurosurgeon details the intricate process that he followed in
removing a brain tumor.*
- RICHARD SELZER, **The Discus Thrower** 211
*A general surgeon details the reactions of a blind and legless
patient to his helpless condition.*
- MICHAEL GOLD, **The Cells That Would Not Die** 215
*A biochemist and science writer tells about the fugitive cancer cells
that have contaminated research throughout the world.*

CONTENTS

MICHAEL BROWN, Love Canal and the Poisoning of America	223
<i>A free-lance writer tells the troubling story behind a contemporary American disaster.</i>	
THE ASSOCIATED PRESS AND THE NATIONAL TRANSPORTATION SAFETY BOARD, Two Reports of an Airplane Crash	238
<i>A national wire service and a federal agency report on a commercial airline disaster.</i>	
HELEN HOOVER, The Fungus and its Partners	250
<i>A botanist looks at the basis of "the whole economy of plant and animal life."</i>	
Writing Suggestions for Reporting	254
EXPLAINING	257
<i>Arts and Humanities</i>	
X. J. KENNEDY, Who Killed King Kong?	269
<i>A poet and literary critic interprets the appeal of a perennially popular movie.</i>	
MURRAY ROSS, Football Red and Baseball Green	274
<i>A theatrical director interprets the cultural appeal of America's favorite spectator sports.</i>	
JOYCE CAROL OATES, On Boxing	284
<i>A novelist explores the dramatic appeal of America's "most controversial sport."</i>	
E. H. GOMBRICH, Art for Eternity	296
<i>An art historian explains the style and significance of Egyptian pyramid art.</i>	
SUSANNE K. LANGER, The Cultural Importance of Art	310
<i>A philosopher defines the nature of art and its value in human experience.</i>	