



Science-Fiction Fanzine

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The Israeli Society for Science Fiction and Fantasy

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האם גם אתם שייכים למיעוט האנשים בעולם המתגורר בערים? סליחה, אתם כבר לא מיעוט, אבל עד לפני פחות מעשר שנים, רוב בני האדם בעולם לא התגוררו בערים. ובכל זאת, אנו מספרים סיפורים על ערים מאז ומעולם.

המדע הבדיוני תמיד חלם על ערים – ערים חדשות ועתיקות, ערים של בני אדם וחייזרים, ערים על עולמות אחרים וערים של תרבויות אחרות. כנס "מאורות", אשר נערך זו השנה החמישית בשיתוף עם הרשות לקהילה ולנוער, בחסותה של קרן ירושלים, יוקדש השנה לנושא "עיר". הצטרפו אלינו **ביום חמישי, 5 בדצמבר**, נר תשיעי של חנוכה, ליום שכולו ערים במדע הבדיוני ובמדע. הכנס ייערך במתחם נוער שוחר מדע בקמפוס אדמונד י' ספרא (גבעת רם) של האוניברסיטה העברית בירושלים. לפרטים נוספים ניתן לבקר [באתר הכנס](#).

מועדון הקריאה של חודש אוקטובר יעסוק באסופת הסיפורים חזיונות מסוכנים בעריכת הארלן אליסון.

המועדון יתקיים **ביום חמישי, 17.10.13, בשעה 19:30**, ב"קפה גרג", ויצמן 2, ת"א. מנחה: [חן עידן](#). לצורך היערכות למספר המשתתפים, יש להירשם מראש דרך הדוא"ל של המנחה. כמו כן רצוי להביא למפגש עותק של הספר.

הכניסה חופשית ואינה כרוכה בתשלום, בחברות באגודה, או בהגעה למפגשים נוספים. מועדון חודש נובמבר יעסוק בספרה של דיאנה ווין ג'ונס "המהלכים בקצוות".

לקבלת עדכונים שוטפים על מפגשי מועדון הקריאה ברחבי הארץ ניתן להצטרף לרשימת התפוצה או ל[דף האגודה בפייסבוק](#).

More Society information is available (in Hebrew) at the Society's site: <http://www.sf-f.org.il>

Book Reviews by Aharon Sheer

The Wave by Morton Rhue (1981), 147 pages

In 1967, in Palo Alto, California, a teacher of history, Ron Jones, gave lessons on Nazi history and the Second World War. He talked about the Holocaust. His 10th grade students asked him how it could have happened that so many people followed Hitler. In an attempt to demonstrate an answer to his students, he introduced a new discipline system in his classroom. Students had to stand when they spoke, and to start their comment with "Mr. Jones". No one was to speak without permission. Students

were taught how to sit stiffly, sitting upright, and in a disciplined manner. Classroom slogans were introduced; for example: STRENGTH THROUGH DISCIPLINE. Students were encouraged to emphasize the equality of all students. All students were to be treated equally and fairly. An additional slogan was introduced: STRENGTH THROUGH COMMUNITY.

Most students responded favorably to this new discipline in the classroom. Students who did not do so were

criticized by their fellow students. Within a short time the new system was called "The WAVE", and membership cards were given to all who wanted them. Students recited the slogans. A membership salute was introduced. Members saluted each other and the teacher.

The results were highly positive. A boy who never spoke in class, and had always been mistreated and ridiculed, suddenly began participating and doing homework. The other students showed respect to him. Most students' academic work in the class improved greatly. They listened quietly to the teacher, they read the class textbook, and they did class homework. Students who had always neglected their schoolwork began taking their history class very seriously. And all this happened in only a few days.

Unfortunately, side effects began appearing. Students who did not want to join the WAVE were pressured, and even threatened. Many students joined the WAVE even though they were from other classes, even skipping other classes they were taking, preferring to come to the history class instead. Parents began complaining to the school, and demanded that the program be stopped. More and more students were pressured to join.

An event was organized at which WAVE members and non-members were forced by members to sit separately.

The whole experiment lasted only one week.

The experience was frightening both to the teacher and to many of the

students. One thing which frightened the teacher himself was how much he enjoyed the power he had over the students under this new system. Some students who had participated refused to even discuss the experiment as long as three years later. The teacher later (1976) wrote a short story about this experiment. The story was made into a television movie. This book is a novelization of the TV movie.

The book, and presumably also the movie, had a crucial difference. In the book the students are 12th graders and not 10th graders, as in the original experiment. I think this is because 12th graders, being older and less easily influenced by the teacher, make a better example of the effects for the reader. 12th graders are almost adults. Some are already adults: age 18.

But there is another possibility. It is hard to get good 15 year old actors. 12th graders, ages 17-18, can be played by many young looking adults, so it is much easier to cast such a movie by making the students 12th graders.

The school where Ron Jones taught fired him after only two years. He became too active in anti-Vietnam War politics for their taste.

If social science is a science, this book is science fiction.

Millions of copies of this book version have been published in many languages, and it is read by students around the world. I found it on a street in Rehovot, Israel, where it had written in it some student comments in Hebrew.

You can read more about this in <http://thewavehome.com/stories.htm>

'The end of civilization' as we know it

The Second Review by Leybl Botwinik

2- Spider World – The Tower by Colin Wilson

Books 1, 2, and 3 of several. This may sound confusing, because although *Spider World* is considered a trilogy, the

first book – the copy that I was reading – has 3 parts (The Desert, The Tower, The Fortress) that have sometimes been

published separately, as have other books from the set, so sometimes there is a *Spider World* set of 3 books and at other times 4 or 6 books, depending on the publishers and the publication dates. Grafton books 1988 (division of Collins) [496 pages]

Cover: Shows a modern city scene of skyscrapers. The buildings are partly dilapidated (e.g. missing walls/windows). The center of the book cover has what looks like the NY Twin Towers (book was published before 9/11) with a giant spider web stretching from one building to the other, top to bottom. What look like hot-air balloons are floating nearby.

About the Author: The inside cover notes that Wilson is a prolific writer and has been translated into a dozen languages including Hebrew. The following inside page lists about 50 books, both fiction and non-fiction on themes as far-ranging as Crime, Paranormal, Music, Philosophy.

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We find ourselves in a post-Apocalypse world, many generations after whatever destroyed civilization as we know it has taken place. People are living a primitive existence. Humanity is in hiding from the invading force that has taken over the world – Giant, highly intelligent Spiders. In addition to their scary size (and strength) these creatures have the ability to telepathically paralyze the minds of humans. They enslave the humans to work with them (as well as intelligent giant beetles). They sometimes feast on the humans by first mind-paralyzing them.

Niall, the hero of our story, is a young man with the gift of seeing into the minds of other living things, and it is suddenly the "masters" (giant spiders) who are afraid.

The following is from a review on the Internet, which describes the book so well, I decided to quote it:

"...Slaves all, or servants - except for those who live in the desert, spending most of their time underground. For Niall and his family, life is hard, but together they eke out an existence until the day Niall does what was said to be impossible.

"He kills a spider.

"This powerful act brings Niall to the attention and seat of the Spider Lord. But as he finds himself deep within the hostile city of the spiders, Niall also meets allies: Odina, a spider servant born and bred, and Bill, no mere man but an honorary beetle.

"Niall's special gift makes him useful to the spiders, who want access to their city's greatest mystery: an impenetrable white tower. But Niall alone can enter, and what he finds inside are the very facts of our planet's history and humanity's last chance for freedom and a future.

"Armed with the secrets of the white tower, the humans mount an epic struggle for power against the vast and brutal forces of the tyrannical Spider Lord."

I particularly enjoyed one very interesting episode in Niall's quest, as he travels to the 'city' to get revenge on the spiders because they massacred his family that was living a bleak existence of hiding out in the desert. The Spiders are not the only 'giant' creatures. There are also intelligent beetles – the ones we encounter in the book are explosives experts in the employ of the Spiders. And there are also giant ants. As he travels, Niall finds himself in the middle of an epic battle between two groups of ants ... and is all but ignored (though the danger of being accidentally caught up in the battle is ever present). When he is discovered, he leads them to a sand pit to be killed by a giant creature that is

lurking under the surface to catch unwary visitors. During the scene, he also manages to steal ant eggs that later hatch and he brings them up and trains them to serve him.

All-in-all, a good read, and there is expectation to read the follow-up books (which I haven't located yet, but am looking forward to reading one day).

Next Month: The Third review in this series by Leybl Botwinik

Quote of the Month

The science quote below is from the magazine *Science*, Editors' Choice: Highlights of the recent literature

[Social Transfers](#) by *Brad Wible*

Under pressure to demonstrate economic returns on public investments in research, universities often point to evidence that the knowledge they generate can spill over and stimulate regional economies that are based, at least in part, on innovation. Yet, despite studies of technology transfer practices, university funding, and other factors, there is much to be learned about why places that aspire to become the next Silicon Valley might not attain their dreams.

Casper examines regional social networks in which universities are embedded as potential modulators of the economic impact of research. He compared biotechnology communities in the San Francisco and Los Angeles regions, both of which include multiple universities that share similar characteristics. Whereas San Francisco attracted only 30% more research funding than Los Angeles over a 25-year period, Bay Area universities obtained more than twice as many biotech patents and spun out three times as many biotech firms. By tracking which people were linked as co-inventors on patent applications, Casper found that social networks were larger and more cohesive in San Francisco than in Los Angeles, spanning universities and firms, with upticks in network size and connectivity over time correlating with growth in patenting. This work suggests that community social networks can modulate the ability of universities to transmit and receive knowledge benefits.

Summary of “The spill-over theory reversed: The impact of regional economies on the commercialization of university science”, by [Steven Casper](#), *Research Policy*, 2013, 42, 10

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