



## The Soft-Boiled Tourist on the Edge of Russia

HELSINKI.

THE world begins to change somewhere east of Stockholm, and when you set down in Helsinki, where two hours more would bring you to Leningrad, you know life is going to be different. For one thing there is no such custom as tipping and for another thing some places charge a nickel for a glass of ice water. Swedish may have seemed about as intelligible as a Patagonian patois, but after you've seen Finnish, Swedish is easy as pie, or rather paj. Take a simple road sign such as "Cykling Förbjuden." Now a man with a pair of aquavits aboard might be able to recognize that as Cycling Forbidden. The same thing in Finnish comes out "Pyöräily Kielletty," and where does that leave you?

Finnish is supposed to have some relation to Hungarian, but a Finn has told me of spending twenty-two days on board ship with a Hungarian roommate and the two of them never found one word in common. I don't want Mr. Thor Heyerdahl to blow the dust off the *Kon-Tiki* and start another theory-proving adventure, but there are plenty of words in Finnish that look an awful lot like Hawaiian.

For example, there is *kukkakaalikeitto*, which as anyone knows is cauliflower soup, and *mansikkaleivonnainen*, which is another, if impossible, way of saying strawberry tart.

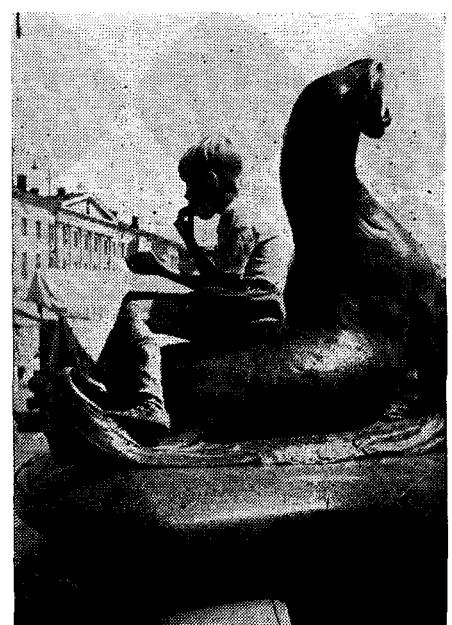
Consider the young Finnish student running off to his first class in grammar and being faced with the declension of fifteen cases, among them *akkusatiivi*, *adessiivi*, *allatiivi*, *inessiivi*, *illatiivi*, *translatiivi*, and *instruktiivi*. The word "house," which is *talo*, would run through all these cases and more, but perhaps the only case you had better be concerned with is the *adessiivi*, *talolla*, meaning "on the house."

I am not sure whether it is to work the kinks out of the tongue from speaking the language or the kinks out of the intestines from drinking the local mash (which is made from wood), but a Finn's grand passion is the *sauna*, or steam bath. Well, maybe steam bath is putting it too mildly, for a sauna is something like a Turkish bath with overtones of sadism, masochism, parboiling, and Salem witchcraft. When a Finn builds his home, they tell you, he builds the sauna first. It is a small wooden building at the edge of the lake. It has a boiler which

is filled with stones, and when the stones are hot enough to melt water is thrown over them. Conditions are now unbearable inside the sauna and it is time to get in. After steaming away your dissipations and not a little of your skin you are flailed with a shock of birch branches. Then you go take a running jump in the lake. This is an idea of a good time in Finland.

They start goading you into taking a sauna shortly after you clear customs, and in a few hours in town you realize that if you don't surrender and let them boil you like a knockwurst in a brauhaus kitchen there will be serious reflections on your manhood, nationality, generation, and mother's family. Thus badgered I appeared one dismal day on the roof of the elegant new Palace Hotel, which has the spiffiest sauna in town. Here you can enjoy an unparalleled view of the harbor through the picture windows while you turn purple from the heat.

SAUNAS may be taken together by families or otherwise by groups of one sex. All attendants are women who qualify for the job by being old, homely, and muscular. Lady name of Leena working our sauna had the build and the beauty of Strangler Lewis. We hung our clothes on a hook and she pushed us into the hot box. She went after us with birch branches and a scrubbing brush, and every time I protested she went out to find someone who could speak English. A stream of cashiers, managers, and attendants came to visit, and I can't



**FINLAND on Film:** These three pictures were part of a morning's work in the great market that spreads across Helsinki's waterfront. With notebook in pocket and camera around neck, SR's representative gathered parts of the story above and some fifty photographs. Markets reflect a nation's atmosphere and are bountiful hunting grounds for photographers. The women at left exude fatigue, the fishmonger in the center catches a foreign air from the strange letters on the sign, the boy at right proves that boys are boys everywhere. If you've been traveling and taking pictures see the inside back cover for information on a free trip around the world.

many people since I was six months old.

After a sauna nothing will revive you quicker than two quarts of plasma, but since it would be a frightful gaucherie to suggest it, you'll probably have to limp along with a robust dinner. One of the nicest places in Helsinki is the Valhalla, which from 1750 until 1800 was a harbor fortress. It is still in the harbor, of course, and you will have to take a ferry boat to get there, but it is in the restaurant dodge now, and serving excellent meals in a delightful atmosphere of rose brick walls, polished brass lamps, and light wood floors and furniture. Right in town is the Kestikartano, done up in rustic white pine style rather like the houses of Karelia, an eastern province now partly Russian.

Thanks to the Olympics, Finland has two first-rate hotels. The Vaakuna near the railroad station is a modern structure originally built for the 1940 Olympics, which never took place because of last-minute commitments on the Russian border. When the 1952 Olympics were awarded to Helsinki the town built the Palace, which occupies a few floors of a modern glass extravaganza right on the edge of the harbor. The rooms, the dining rooms, and, all right, the sauna are the quintessence of new design, and the fresh approach that meets your eye gives you, or me, a feeling of continual buoyance. The tariff in Finland for keeping body and soul together is perhaps a narrow cut higher than the rest of Scandinavia, and it will be necessary to pick one's way through a menu to keep from running up a national debt. Odd items such as canned fruit salads and coffee are strangely out of proportion. If money matters, then stay on the table d'hôte.

**W**HILE on the subject of hotels I had better tell you that Aulanko, the resort a few hours outside Helsinki which was Finland's pride before the war, has become something of a war casualty. The golf course was plowed for crops and never restored, and the food, the furnishings, and the service will prove a rather acute disappointment, especially since there are none of the usual resort *divertissements* to take your mind off the tarnish.

However, there is plenty that is wonderful in Helsinki, and for me one of the most exciting sights is the morning market by the harbor with the potato boats all lined up each day on their own quay, the hundreds of ladies with their heads wrapped in kerchiefs and shawls. Neither do I forget the marketeer who is so effusive with his English that you must buy a box of his currants, nor the

Karelia by the Russian incursion who sells *rinkilo*, which are oversized pretzels famous in Viipuri, where he once lived.

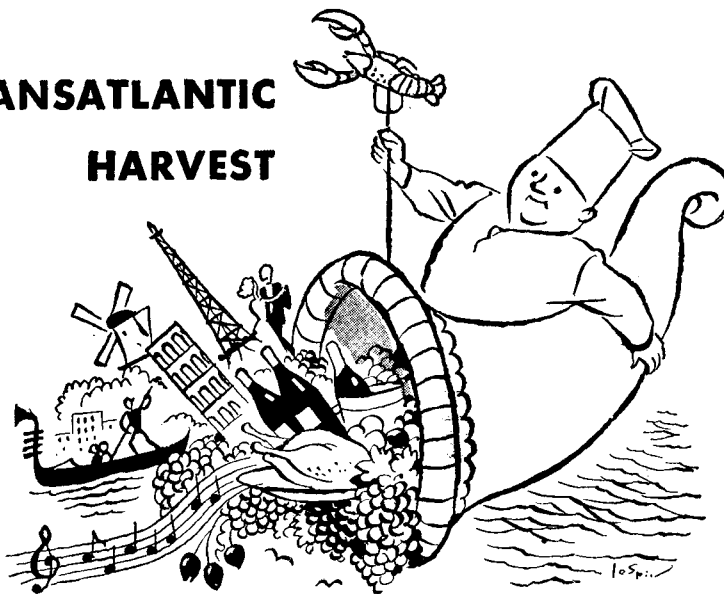
If the produce market is primitive, some of Finland's other wares are among the most sophisticated in Europe. Easily the most startling work is the ceramics, almost all of it done in a giant plant on the fringe of town called Arabia—for no other reason than that the onetime peddler who started it had once lived there. Arabia makes a milky-white china after the ancient Chinese grain-of-rice technique, and I can report to you that we have bought half a dozen demitasse cups and saucers at \$3.50 each set which sell for \$10.50 each cup and saucer in New York. This, as anyone who can work an abacus can see, is a tremendous bargain, but the trouble is that I shall probably be much too nervous to use them. Arabia also underwrites the land's best ceramists, whose work it sells, and they have produced some of the most fantasy-filled pieces of clay you ever saw while awake. You can find it at Arabia's retail shop or at Stockmann's, both in Helsinki, and let's not talk about the price.

expressed architecturally. The railroad station here is the largest in Europe and is especially interesting since it is the work of the Finnish designer Eliel Saarinen, who also put sling chairs in every garret in Greenwich Village. It is immense, it is interesting, and it is bare of porters.

**H**ELSINKI'S newest sight is its spare, modern Olympic tower, which is appended to the beautiful stadium built by the Finns for the summer games. The view from the top is probably the best in town and is not at all hampered by the cap of steel net that had to be installed after the war when the suicide rate soared alarmingly. Only three officials knew of the arrangements in 1952 when the final bearer carrying the Olympic torch which had been brought in relays all the way from Greece burst into the stadium. The bearer turned out to be Paavo Nurmi. The roar from the crowd was spontaneous and tremendous, and business in Nurmi's haberdashery shop in town has been good ever since.

One of Finland's popular sports is *pesäpallo*, an interpretation of our own baseball. Long skinny bats and gloves without fingers, known as

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webs, are displayed in all the department stores here, but I have been unable to scare up a game since people don't become pesäpallo-happy until the fall. However, I do have in hand a copy of the rules, and you ought to know that first base is somewhere to the left of where the pitcher's box ought to be, second base is where you might expect first base, and third base is pretty much in place. The missile is a hard tennis ball, and pitchers rack up strikes by tossing it in the air so that it will land on the plate. The pitcher and catcher are the same fellow, the umpire runs the game by using wooden signs, or by blowing a whistle. A long and three shorts, for example, means a change of innings. Runners may be either wounded or killed, and the rule book specifically says "uncalled-for use of the voice during the game is forbidden."

The summertime passion in Finland, aside from taking running jumps in lakes following saunas, is the demolition of the crayfish. A crayfish is a lobster who never grew up, and there is a forty-day season during which they may be eaten. Stores display skyrocketes, paper lanterns, and special tablecloths embossed with red crayfish—all of which are standard and necessary equipment for a crayfish party. When the season sets in so does ecstasy. People throw crayfish parties, the rockets are exploded, and the crayfish are eaten. Since twelve is par for the course and since one is more or less obliged to dispatch an aquavit with each crayfish, these parties have all the decorum of a riot at the circus. In case you should arrive in Helsinki during the riot season, maybe you had better know that Finnish for *skål* is *kippis*. There is also another form of *skål* which is *hei*, but that one also stands for goodbye, hello, a cheer, surprise, or offense, and if someone takes it the wrong way don't come around me looking for any sympathy.

Despite the fun Finns seem to get out of life, the Russian cloud hangs always in the sky here. Since the Russians have been making war on the Finns on the average of once every fifty years, reparations have become as inevitable as taxes, the presence of Russians as inevitable as death and just as popular. The new 500-mark and 1,000-mark notes depict a symbolic procession of Finns marching, unclothed, toward a bright new tomorrow. This is popularly said to be the Finnish nation after paying the last Soviet war bill. The Russians have also exacted a long-term lease on a tract on the southern coast which is being built up as a military base sealing off the sea route to Leningrad. Now when the train from Helsinki to

Turku passes through the Russian base, screens are placed over the windows. The Finns call this the longest tunnel in Finland.

It is a curious sight at the airport here watching the big Scandinavian Airlines plane that will take you westward to Stockholm and the other world, and seeing at the same time three planes with Russian markings that could take you down to Leningrad in less time. The Russian pilots by their own edict must talk to no one, and they stand together on the runway huddling in their own company. It is doubtful that anyone would talk to them anyway since, as I say, they are not very popular. What I would not like to be is a tender-skinned Russian in a Finnish sauna with Leena handling the birch branches.

—HORACE SUTTON.

## Autumn

By Martha Bacon

**M**ORE beautiful year by year  
To me the autumn is  
When early frost like fear  
Lies ashen at the sill.  
No more at dusk the shrill  
And wordless exequies  
Of Hylas held too dear  
Fall lonely on the ear,

Waiting to catch no sound  
With silence so beguiled,  
Heart, speech, and shadow bound  
To the condemned world.  
Blue iris here uncurled  
In spring. Now grieved and wild  
Autumn unveils his wound  
The oak in blood is drowned.

Bright from his running vein  
Is the scarlet he expends  
The leaves are the color of pain;  
Nail-point, spear-head of gold,  
Black, black the root descends  
To the grave, the last domain,  
And lives to flower again.

Go now in quest of him,  
Autumn, festal, forlorn.  
The snow weighs down the limb  
The vivid leaf is dead,  
Nor spring remembered,  
Nor Christ yet born.  
Riding the western rim  
Of earth the sun is dim,

So wan, so pearl-pale,  
And the snow about to be,  
Time's footsteps lag and fail;  
Something waits in the pure  
Unflowering stillness here,  
Spectre of bird or tree  
Blue water or blowing sail  
Crying "I come! All Hail."

these are trivial: promotion usually also involves "research," which is rarely anything but statistical confirmation of the minutiae of the opinions and questionable "philosophy" of the professor; and undergraduate, graduate, and summer courses legally required by this lobby-protected system have the effect of crowding out from the studies of prospective teachers the genuine history, letters, and philosophy which might lead an able and critical young person to question some of the absurdities of approved educationist doctrine.

The real villain of the piece is Educationism itself: its establishment as an autonomous operation, its growth into a tremendous monopolistic enterprise whose inflated course requirements and artificial standards deflect the prospective teacher from genuine educational interests. The heart of the matter, as Professor [A. E.] Bestor wisely remarks . . . is the cultural isolation of Educationism from the world of reputable letters and science.

The political quackery of educationism consists in reiterated appeals to "the people," meaning not what they think they want but what is proposed by the doctors for their own good. Here is the mystical "general will" of Rousseau, that stalking horse of dictatorship. "To answer in the name of 'the people' criticisms of public education today is Rousseauism at its worst," writes Mr. Lynd. "Consciously or unconsciously, this kind of thinking has probably been the main factor in inhibiting the New Educationist from candidly submitting the basic philosophy of his cult for the approval of a genuine majority of real and separate individuals in the community. There is no other 'people' than the sum of these."

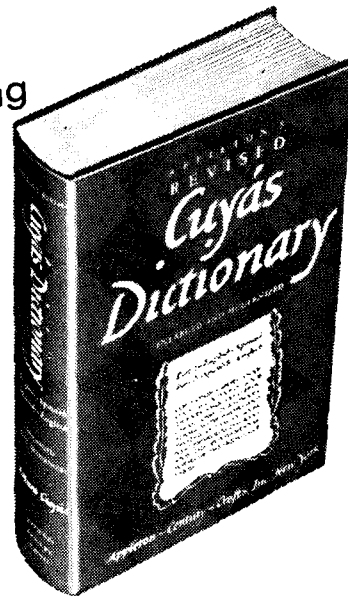
**B**UT the chief quackery rampant in schools today is philosophical, and Mr. Lynd touches on its history in Rousseau, Pestalozzi, John Dewey, and Professor William Heard Kilpatrick, whose philosophy, he says, "may be described as elementary Deweyism heavily adjectivized." Mr. Lynd thinks "remarkable" the transition from Rousseau's romanticism to John Dewey's "scientific" pragmatism, but surely the coupling of the sentimental account of man with pseudo-science for utilitarian social purposes is as old as Francis Bacon. Mr. Lynd rightly respects the intransigence of Professor

Dewey's logic, once Dewey had dogmatically affirmed the romantic account of man made popular by Rousseau. The philosophical side of quackery in educationism consists in ignorance by

many of its partisans or the ethical import of the Dewey philosophy and in the systematic effort of the super-professionals to keep school boards in ignorance of its meaning for their own and the community's good.

A parent [writes Mr. Lynd] has a plain right to examine the intellectual authority of any peda-

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tically to overhaul the educational aims and methods in his community in the interest of any special philosophy. The right is greater when the philosophy is one like Deweyism, which is far removed from the intuitions of most of the nonphilosophizing parents and citizens in this democracy. The right is greater still when the proponents of Kilpatrickism, whom one meets among classroom teachers, are philosophical babes in the wood, whose fervor for the Deweyan educational doctrine is uncomplicated by any real understanding of its basic implications or of the force of competing philosophies. In the strange logic of neo-pedagogy, lack of traditional learning is a proof of emancipation from dogmatism, while respect for the older intellectual disciplines implies a commitment to defend their most reactionary aspects.

Mr. Lynd knows at first hand that "there are intelligent and literate teachers in the schools (an honor undeserved by the communities which pay them so badly), and it is they who have prevented the inflation of quackery in good public schools beyond its present limits." He offers one solution to the whole problem: Double the pay scale! Doing this will attract "a large body of intelligent teachers who are personally educated in something more than the mumbo jumbo of Educationism." This is undoubtedly the most important move to be made at home by parents and all citizens.

Two other lines of action might be suggested to the pundits of American education. First, it is time for an Abraham Flexner report on teacher education comparable in scope, authority, and radicalism, with the study which instituted the reform of medical education. Second, it is time a powerful university swept out its school of education and established a wholly new one based on two traditional ideas. These are: that men are not single but double in their nature; and that history, letters, and religion comprise the best and most available evidence we have about ourselves.

Such a school of education for teachers would assume that the truly human studies and the truly scientific ones are those most useful for the generation which will live its life at the center of the worldwide controversy over the nature, reality, and human possibility of freedom—that is, at the center of a problem which cannot even be observed, let alone solved, except in the light of a durable account of the nature of man himself.

## Norfolk Keeps Its Head Above Water

Continued from page 22

fields of study and assistance to the school board.

A comparison of the number of employees ten years ago and currently further indicates the nature of the school crisis as it affects Norfolk. In 1942-43 the city schools required the services of 795 teachers—556 whites and 229 Negroes. In 1952-53 the teaching force increased to 1,067. This term 1,100 will be needed. The latest year for which Negro-white totals are available is 1950-51, when there were 631 and 384.

The school administration in Norfolk and the school board seem fully aware of the physical and other shortcomings, but the city council presently serving seems determined that no operating budget or new building proposals shall be approved before drastic cuts are made.

**D**ESPITE this and other handicaps, including the city's disinclination to approach its statutory bonded debt limit, the school folk have made marked progress, especially in the past few years.

Five new and modern elementary

schools have eased the crowding in the lower grades during the past five years and two more will be ready for occupancy during the current term. Under construction are additions to three elementary schools and to one of three high schools. In 1952 an addition to a fifth school was opened. Almost at the construction stage are two other additions and three new buildings are in immediate prospect—one a two-million-dollar junior-high school.

Even with this building program there are still classes in all schools larger than the desirable average and it is not expected that the part-time classes can be reduced during the current term by more than one-half, even with the addition of "temporary" annexes totaling forty classrooms at four schools, intended to accommodate 1,200 pupils.

This, then, is the nature of the public-school crisis in one American city. As everywhere in the nation, there is the certainty that no early solution is in the offing and that there is an abiding and imperative need for laymen to become actively concerned.

## Baltic Amber

By Raymond Holden

**F**ROZEN in sunny amber under the sea  
 Ants that were old when man had yet to be  
 Rise with the waves. Man knows they are the same  
 Creatures that he has honored with a name  
 Finding them in the summer's living grass  
 Or lying like small jewels of blackened glass  
 In chambers of raised earth beneath the snow,  
 Creatures complete a million years ago.  
 And he knows, too, that his progenitor  
 Who trod the needle quiet of forest floor  
 When this which now is amber ran from trees  
 Was not the shape a looking-glass now sees.  
 Look how the tawny crystal holds both light  
 And darkness, both the living creature's night  
 And the dead pine tree's resin-golden day,  
 Making a sea-cut jewel which seems to say  
 Not shifting seas, nor fires, nor glacial cold  
 Can wipe from earth the satisfactory old.  
 That which is perfect in the ant, in man  
 Is imperfection and danger to the plan  
 Of that which gives his life its dignity,  
 The furious faith, the need of being free  
 From the sheaf and prison of conformity,  
 The passion, not for survival, but to be.  
 Pity the ant, whose long ascent was done  
 So long ago, the cold, untroubled one,  
 Who leaves a stony carapace to blend  
 With rock in changeless and unending end,  
 Never to wish to know or not to know  
 Nor believe that there is somewhere still to go.



Continued from page 23

business-as-usual, a comparatively new headache was and is the question about loyalty, Communism, investigations, and academic freedom. The new Congress started out with an investigative bang, promised to look deeply into alleged subversion in schools and colleges. For a while, the headlines might have given the uninitiated the impression that great masses of teachers would have to be purged if the schools were to be made safe for democracy.

Even before the investigations started, strong groups of educators and their allies stood up against what they considered an abridgement of academic freedom. They said they were opposed to Communism and the Soviet police state. But they were also against police state methods in ferreting out subversion. What is more, they suspected the motives of some investigators.

In February Mrs. Agnes E. Meyer, of the *Washington Post* and the National Citizens Commission for the Public Schools, charged that those in favor of school and college investigations "are corrupting the legislative process and debasing the Congressional power of investigation into an attack on the very foundation of liberty itself." She was promptly accused of Communist sympathies by Rep. Harold H. Velde (R. Ill.), who was about to head one of the investigations. Mr. Velde's information proved false, and he apologized. But Mrs. Meyer pointed out that this might be taken as an example of the dangers she had warned against.

Dr. Walter F. Tunks, rector of St. Paul's Episcopal Church in Akron, Ohio, told teachers at the NEA convention: "Let us take heart if we find ourselves accused of radicalism. Radix means 'root,' and getting at the root of things is our business. . . . The teacher is inevitably an interpreter. He cannot avoid making judgments."

At about the same time James B. Conant, then retiring as president of Harvard to become High Commissioner for Germany, vigorously opposed the probes. When the investigations got under way, Granville Hicks, a writer and professor who had been a Communist in the Thirties, told the House Committee: "It would be better to let a Communist keep his teaching job than to upset the whole fabric of academic freedom. This is assuming that this hypothetical Communist is not advocating the overthrow of the American government by force or

violence. If he does that, of course, he should be fired."

In the investigation of the public schools and colleges in New York City, action was taken against a number of teachers and professors who, claiming the protection of the Fifth Amendment to the Constitution (self-incrimination), refused to say whether they were or ever had been Com-

ter makes their refusal cause for automatic dismissal. The State Supreme Court upheld the law and the action taken under it. In addition, the National Education Association, which had condemned the investigations themselves, condemned also the teachers' refusal to testify and asked its members to speak "fully and frankly," if called.

Last April the Association of American Universities, through its and Princeton's president Harold W. Dodds, set down a few basic tenets

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in its report on "The Rights and Responsibilities of Universities and their Faculties":

"Free enterprise is as essential to intellectual as to economic progress. . . .

"To enjoin uniformity of outlook upon a university faculty would put a stop to learning at the source. To censor individual faculty members would put a stop to learning at its outlet. . . ."

The teacher's limitations are only "the requirements of citizenship, of professional competence and good taste." Quite obviously, loyalty is one of the requirements of citizenship. Within these limits the teacher is "entitled to all the protection the full resources of the university can provide"—even when such protection invites public criticism. To do otherwise "would invite the fate of the German and Italian universities under Fascism and the Russian universities under Communism."

If the scholar is asked to answer for his convictions, "it is his duty as a citizen to speak out," and "in this respect, invocation of the Fifth Amendment places upon a professor a heavy burden of proof of his fitness to hold a teaching position and lays upon his university an obligation to re-examine his qualifications for membership in its society."

If Congressional investigators abuse their powers, "the remedy does not lie in non-cooperation or defiance" but through the "normal channels of informed public opinion."

Out of all the confusion something may have been learned. Granville Hicks told the investigators if what they found is the best the Communists can do in our colleges, "perhaps we have been too worried about it." He suggested that in constantly pointing out "how much Communism there is, not how little," the stress may have been wrongly placed. Rep. Francis E. Walter (D. Penn.) added: "I am inclined to agree that we are exaggerating the situation now."

The problem is far from resolved. That Communists tried to infiltrate into the American schools cannot be doubted. But it is also clear that exaggerated fear of subversion has by itself undermined the schools. There is less academic freedom in the public schools today than there was in 1940 and teachers are reluctant to consider controversial questions, the National Education Association reported, after a survey of 522 school systems.

► The battle of the textbooks—are they subversive?—seems to have subsided in most places. Texas became the notable exception by extending the legal requirement of a loyalty



BOLT

oath to authors of all textbooks used in the public schools. One of the unanswered questions in Texas: What to do about dead authors? On the other hand, Tennessee authorized a committee to study all the books used in the state's schools. No book was found subversive. Vermont turned down a proposal to establish a censorship board for textbooks.

► American education went further and further in the discovery of the world. Former Commissioner of Education Earl James McGrath eloquently advocated the teaching of foreign languages in elementary schools, and a few school systems have begun to do so. Despite sporadic outbursts by isolationists against "world-mindedness," more and more pupils learn the facts of the United Nations.

Colleges introduced many courses on Eastern civilization, stressing India and China. A seminar at Mount Holyoke examined "The Revolutionary Forces in Asia."

At any one time of the year, there are now about 30,000 to 35,000 foreign students in 1,400 American colleges, and in the course of the year an almost equal number of American students went abroad.

► Amid a burst of controversy and a dean's threat to resign, the University of Chicago abandoned a revolution which had begun under Robert M. Hutchins, then Chicago's president, in the Thirties. Major planks of the revolution had been: compulsory general education; admission to college of fifteen-year-olds, without a high school diploma; the cutting down of undergraduate studies to three years; and the elimination of all pre-professional school specialization. The end of the revolution came with the return to a regular four-year curriculum, which (in most instances) will require a high school diploma, and the introduction of specialized elective courses in the junior and senior years.

After initial fireworks and academic name-calling, peace returned to Chicago. The dean withdrew his resignation. The reformers said that they would retain the content of the general education program. Even boosters of the "young scholars" plan admitted that most parents had grown reluctant to send young boys away from

home. Detached observers of American higher education thought that probably the conditions which justified the original revolt have changed so much and the benefits of the revolt have become so firmly incorporated in the entire American college system that the change represented a settling down rather than a counter-revolution.

► There are audible rumblings and grumblings on another front: the transition from high school to college. A carefully documented study by three independent secondary schools and three universities pointed out serious flaws: too much repetition in college of subjects taken up in high school; insufficient intellectual meat for bright students; too much scattered tasting of knowledge, especially in the field of modern languages, without mastery of any one field.

► Financing the colleges continues to be tough; but leading industrialists, under the leadership of Frank W. Abrams, chairman of the board of Standard Oil (N. J.), formed a top level "council" which aims to aid education. Meanwhile a test suit in New Jersey brought two court rulings that declared it legal for corporations to contribute to colleges, without specified, direct returns to the stockholders. The theory: the greatest benefits of education cannot be listed on the ledger and the liberal arts colleges are as vital to the nation (and to industry) as the research institutes of the big universities. (The decision may be appealed to the Supreme Court.)

► The Reserve Officers Training Corps was the target of criticism—most of it friendly and constructive. The critics (who included Princeton's President Dodds and a Colgate University study committee) want an improved ROTC program that presupposes a college level of intelligence; better instructors; a greater university voice in the selection of training officers; and a curriculum which can be linked more closely to the liberal arts program.

► Educational television has made considerable progress while the 242 channels, set aside for potential education telecasting, are still being re-

claimed—mainly for money reasons. But close to 100 colleges, thirty school systems, and five medical schools, at the last count, were producing TV programs as part of their work. When Western Reserve University, which had 109 "students" enrolled for credit in its TV courses in literature and psychology, had one of the instructors pose a question, it got 1,500 replies by mail from its invisible student body.

► The educational foundations were "cleared" of subversive motives in a lengthy Congressional investigation. The gist of the committee's conclusion was that in the main the foundations are doing a good and useful job and they ought to go on doing more of it. Latest reports, however, say that another committee still harbors suspicions and wants to start the investigation over again. (More about that a year from now.)

\* \* \* \*

In trying to cast the education news in this same space exactly one year ago, I concluded: "As against the threat by Governor Byrnes that he will shut down South Carolina's public schools if the Supreme Court rules against segregation, the determination of most Americans to get or keep good public schools will probably come out the winner.

"Such confidence may not be considered headline news, but, if proven justified, it could turn out to be the most important news of education in 1952-53."

It was. I believe it will again be in 1953-54. The Supreme Court has deferred its decision on the specific question and has asked the Government, through the Attorney General, for additional information. But today it is more evident than ever that the people want more and better public education and that nobody's privately ground ax is going to stop progress for very long. The official estimate is that there will be ten million more pupils and students in the nation's colleges and schools by 1960, and the official estimate does not specify the race, color, or creed of the added ten million. Perhaps fewer Americans than Governor Byrnes seems to think care about that than about the number and the quality of the schools that will await their children.

#### LITERARY I.Q. ANSWERS

1. Washington Irving. 2. Henry James. 3. Ralph Waldo Emerson. 4. Gertrude Stein. 5. James Fenimore Cooper. 6. Ezra Pound. 7. e. e. cummings. 8. Ernest Hemingway. 9. William Dean Howells. 10. T. S. Eliot.



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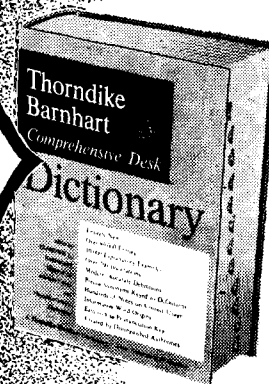
—NEW YORK TIMES BOOK REVIEW

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Albany, and to publicize the need for improvement wherever necessary.

The CCAPS's progress during its first year was slow, largely because several key leaders moved across the city line into the suburbs or were unusually busy in their professions. Only a few executive committee meetings were held, and no liaison of any consequence was established with the Board of Education. The Board viewed the committee warily but hopefully—wary lest its members were not friends of public education, but hopeful that they were.

**L**EAN as that first year was, it was not wasted. Many of the group, of which I was one, did a lot of reading, talking, and thinking; and gradually we got the feel of just how an effective citizens' committee could work constructively for the schools.

Progress was considerably better during our second year, starting in September 1952. We held regular meetings of our executive committee. We had more and more meetings of subcommittees. We had an increasing number of interviews with the school board, the superintendent of schools, and other public-school personnel, who slowly began to realize that we *did* want to help constructively—that we *were* genuinely interested in the schools and the welfare of the children. We sought and received advice and information from willing, qualified representatives of the New York State Department of Education, the New York State School Boards Association, the New York State Teachers Association, the New York State Citizens Committee for the Public Schools, the National Citizens Commission for the Public Schools, the National Education Association, and other organizations interested in better public schools. We held three public meetings at which we presented or had discussed timely topics pertinent to public education in Albany.

Looking back at the efforts of our second year, we cannot help but feel that we have advanced, that we have made a good start, that we are heading in the right direction. We have established a good working relationship with the board of education, the superintendent, and other school officials. Before such a relationship can be effected two basic attitudes—not always easily realized—are essential: citizens must be willing to help the school officials and school officials must be willing to be helped. We believe both attitudes have been ac-

complished in Albany. At our annual meeting last May a member of the school board, as our main speaker, discussed "The Citizen's Role in School Affairs." He followed his formal presentation by helpfully answering many questions.

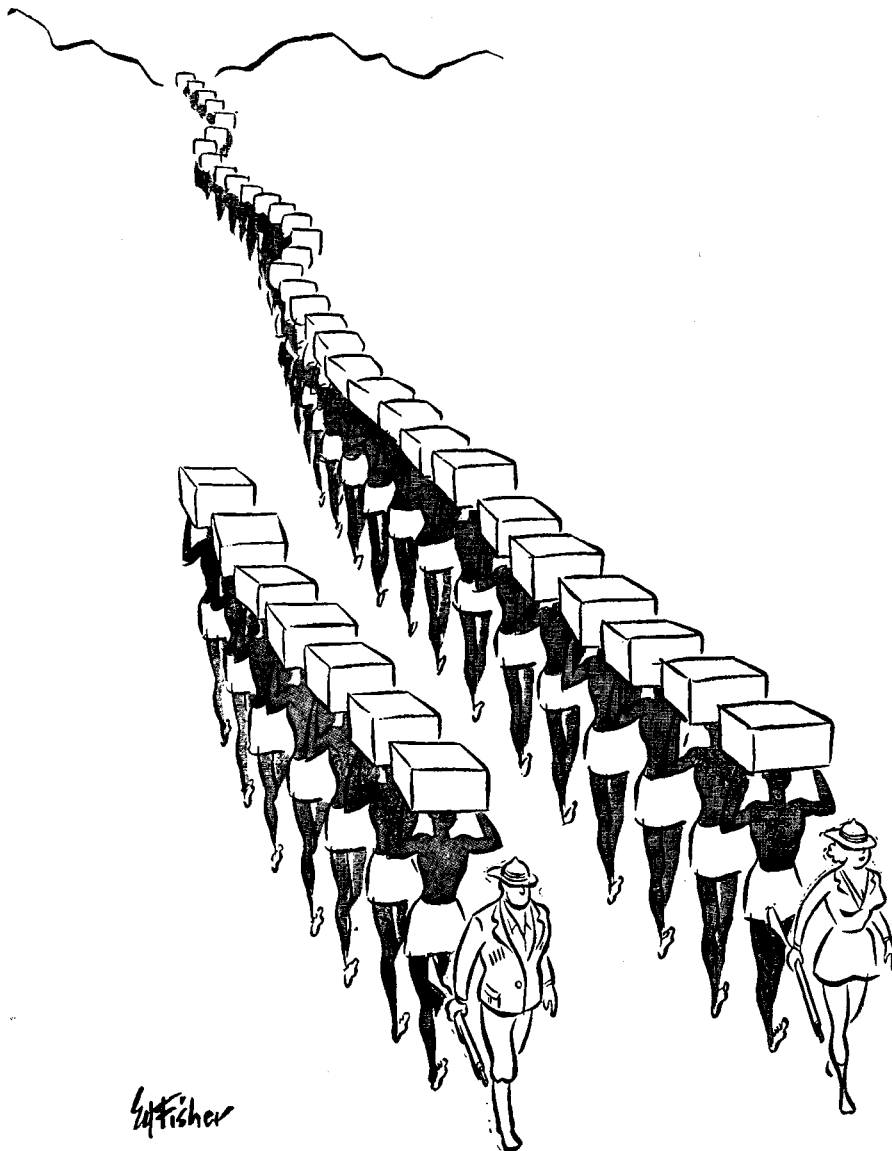
For most of our committee's young life a number of P-TA leaders seemed uncertain as to whether CCAPS was good or bad for Albany's schools. But we believe that our third year, starting within a matter of days, will see P-TA and CCAPS working in much closer cooperation. In fact, many of our executive committee and members have already been and are continuing to be active in P-TA groups.

We are slowly, but I believe surely, becoming a better informed group. In our studies, which were limited to elementary schools, we have found

that America's number one school problem—overcrowding—is not Albany's biggest school headache.

Albany's total population has increased only slightly (3.4 per cent from 1940 to 1950) and, as yet, has had no great effect on the total public school population. In fact, the total elementary public school enrollment last year was close to what it was thirty-five years ago. However, within the city newer neighborhoods have had large increases (e.g., twenty-eight per cent in one ward from 1940 to 1950) while older sections reported decreases in total population. The net result: a few schools with large enrollments. Moreover, because of an increased birth rate during the post-war years, overcrowding will be a greater problem within the next five years—unless additional facilities are provided.

Our studies have shown us that we Albanians face a much greater school problem—that of replacing a large number of old, outmoded elementary schools with modern schools. Fourteen



public schools were built between 1870 and 1890, ten of them being from seventy to eighty-three years old. These fourteen schools were all built before Public School 24, an elementary school that had been rapidly consumed by fire—with no loss of life, fortunately—in February of this year. The fifteenth elementary school is forty-nine years old and the remaining eight are from twenty-eight to thirty-nine years old.

The mayor and our school board recognize the need for replacing these older schools with modern buildings. Even before School 24 was destroyed by fire the mayor disclosed that he was considering a plan to abandon six of these older schools—one of them being School 24—and to consolidate the classes served by them into two new buildings. The city government has already approved the construction of the first of these.

**F**OR our third year our study program will include public education financing, fire safety of school buildings, recreational and playground facilities. As we enter this new year we plan to follow the six guiding principles found necessary by citizens committees throughout the USA:

1. Be representative of the whole community.

2. Keep well informed—the process of gathering, digesting, and passing on information is all-important.

3. Earn the confidence of the community through tangible achievement and services.

4. Strengthen the work of the parent-teacher and other school-minded groups through teamwork, close liaison, and by not duplicating efforts.

5. Work cooperatively with school boards and school superintendents, but maintain independence of thought and action.

6. Remember that the citizens' committee studies, interprets, and recommends but that policy decisions rest with the board of education.

Our story is not yet a success story—a story of tangible achievements. But it can be; and it will be—provided we and the other school-minded groups in Albany live the remainder of the story in terms of those guiding principles. We shall do our level best to carry them out so that we will play our part in the great awakening of the twentieth century in the field of public education—the awakening of American citizens to their responsibility for their public schools.



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SR

# The Schoolman's Bookshelf

**EDITOR'S NOTE:** Since SR's last roundup of books in the field of education, printed in its issue of March 7, a number of important works have been published. Some of the more outstanding are described below.

**EDUCATIONAL WASTELANDS: THE RETREAT FROM LEARNING IN OUR PUBLIC SCHOOLS.** By Arthur E. Bestor. Urbana: University of Illinois Press. 223 pp. \$3.50.

H. G. Wells once noted that "modern civilization is a race between education and catastrophe." In that vein of urgency Arthur E. Bestor, professor of history at the University of Illinois, takes to task a number of current practices in American education. He blames the "interlocking directorate of educationists" for watering down liberal education into meaningless curricula, discouraging intellectual development and independence on the part of public-school teachers, and substituting unrealistic pedagogy for scholarly competence. Professor Bestor suggests remedial actions, calling for more rigorous training of all students in the rudimentary arts and granting teachers real academic responsibility and freedom. This book is scheduled for publication on October 26.

**EFFECTIVE HOME-SCHOOL RELATIONS.** By James L. Hymes. New York: Prentice-Hall. 264 pp. \$4.65.

Here are some lively and sound suggestions, by the author of "Understanding Your Child," on the best ways of establishing good relationships between teacher and parent through observation and participation, group meetings, and personal contacts.

**THE FUNCTION OF THE PUBLIC SCHOOLS IN DEALING WITH RELIGION.** By the Committee on Religion and Education. Washington, D.C.: American Council on Education. 145 pp. \$4.50.

The samplings of this questionnaire-study reveal examples of planned religious activities in some public schools, but finds avoidance of religion to be the common practice. Prompted to find a proper place for religion in public education without endangering the separation of church and state, the committee suggests as a promising approach the "factual study of religion when and where intrinsic to general education." A recent result of this study has been a \$60,000 grant by the Danforth Foundation of St. Louis to develop "religious literacy" in a number of teacher-training institutions.

**EDUCATION AND SOCIAL INTEGRATION.** By William O. Stanley. New York: Columbia University Teachers College. 290 pp. \$4.50.

W. O. Stanley's aim in this volume is "the diagnosis of the cultural matrix of contemporary education." The result is

a general survey of the significant ideas contributed to our culture by sociologists, philosophers, economists, and literary figures. Both the research and the readability of this study are formidable.

**IMPROVING TRANSITION FROM SCHOOL TO COLLEGE.** Edited by Arthur E. Traxler and Agatha Townsend. New York: Harper & Bros. 165 pp. \$2.75.

For the past twenty years the Committee on School and College Relations of the Educational Records Bureau has been working to improve the procedures for student transfers from secondary school to college. In its latest study it methodically charts present-day practices and points to problems that require further attention.

**STUDENT CHARGES AND FINANCING HIGHER EDUCATION.** By Richard H. Ostheimer. New York: Columbia University Press. 217 pp. \$3.50.

The latest volume in a series of studies undertaken for the Commission on Financing Higher Education, this analyzes the impact that further student-tuition rises would have on college and university revenues, on student enrolment and equality of educational opportunity, and on the quality of higher education itself. Mr. Ostheimer's conclusions indicate that, while a rise in tuition moderately helps to supply badly needed revenues, it also tends to decrease enrolments and proportionally raise an economic barrier to higher education. While overdependence on financially able students may have some adverse effects, the author believes that general improvement in educational facilities could be effected by such added income. The social and economic dilemmas faced by college and university administrators are clearly accented here.



**GRINNELL COLLEGE.** By John Scholte Nollen. Iowa City: The State Historical Society of Iowa. 283 pp. \$5.

About the middle of the last century the Hawkeye State saw the founding of a town and college by temperance-minded Josiah B. Grinnell. Since then Grinnell College has developed a sturdy tradition which is minutely chronicled by one of its late presidents, J. S. Nollen. Much of the story goes beyond dry recital of names and events by the inclusion of pertinent historical backdrops.

**THE MANAGEMENT OF UNIVERSITIES.** By Samuel P. Capen. Buffalo, N.Y.: Foster & Stewart. 287 pp. \$4.75.

Four decades of distinguished service to the cause of higher education lend weight to the views expressed by Samuel P. Capen, chancellor-emeritus of the University of Buffalo, in this collection of essay-speeches. Although most of them were delivered in the Thirties, their present republication adds an incisive and eloquent voice to those who defend our institutions of learning as an arena where unfettered inquiry works to benefit both community and industry. Chancellor Capen ranges in his discussion from how universities generally should be managed to responsibilities that settle on administrators and faculty alike.

**THE SCHOOLHOUSE AT PRAIRIE VIEW.** By Marshall A. Barber. Lawrence: University of Kansas Press. 84 pp. \$2.

The late Marshall A. Barber, a scientist noted for his work on malaria, draws an informal sketch of what country school was like in Southeastern Kansas in the 1870's and later. It's an absorbing bit of Americana showing a farm-boy at work and play, learning the rudiments of reading and writing with refreshing eagerness.

—SIEGFRIED MANDL.

## Traveler

By Margaret Widdemer

AS I went laggardly toward the train  
(Slow-footed people are always dreamers)  
Between gray walls and a grayer rain,  
I saw "This way to the ocean steamers."

My body was promised to something staid,  
It plodded on to what time was bringing,  
But my wild mind suddenly laughed and played  
And off and away it ran swift and singing;

It found the road to a shining day  
Where flags snapped sharp in a bright wind blowing,  
And whistles called where a tall boat lay  
And new worlds blossomed where I was going!