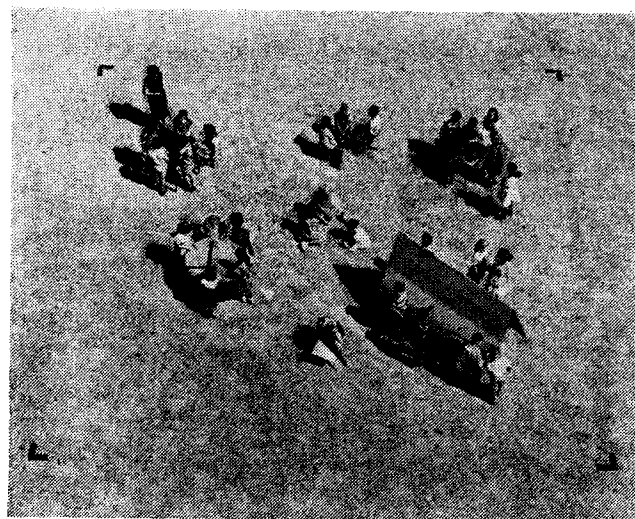
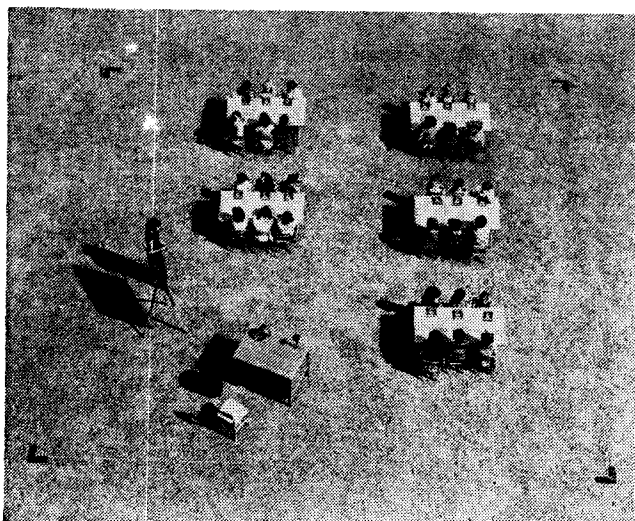


## NEW LOOKS FOR NEW SCHOOLS



Space planning is first step in blueprinting modern school building. Here first-grade class sets up tables for reading lesson (left) and arithmetic lesson (right). The black corners indicate space which architect has decided is needed.

**T**HE two biggest problems facing modern education today—outside of the academic ones discussed on the foregoing pages—are the shortage of teachers and the lack of adequate school buildings to house the ever-increasing number of children who are constantly bursting the walls of outmoded buildings of the past. For the school architects these problems, added to the basically new concepts of methods of teaching, have brought to light a need for fresh and highly imaginative concepts of their own basic principles.

On these pages are shown a few of the multifarious ideas with which architects have tried to solve the problems. The pictures are reproduced from a book named "Toward Better School Design," which has been written by an architect noted for his solutions to modern building problems, William W. Caudill, and which will soon be published (tentatively at \$12.50), by Dodge Books, New York.

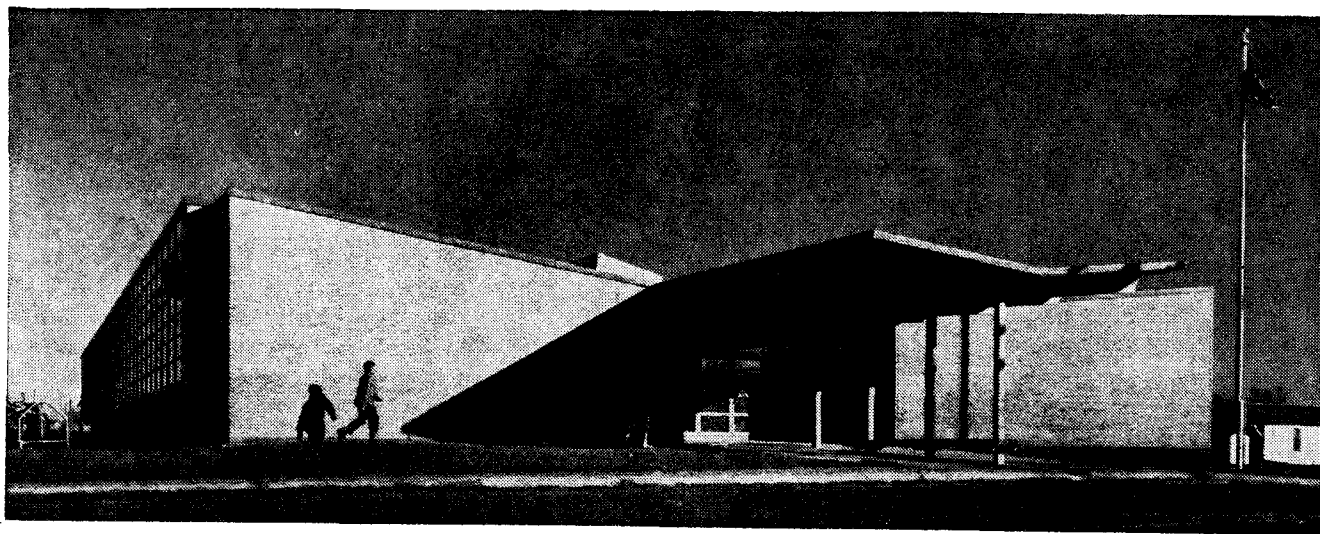
The basic premise of Mr. Caudill's book is that schools, no matter how inexpensively built, should be light, airy, pleasant places adapted to the needs first of all of pupil and teacher and secondly to the community. In evolving the most modern ways of adaptation Mr. Caudill has developed a highly-elaborate system for exploring a community's problem. It involves the questioning of teachers, school directors, parents, community leaders, and the pupils themselves. Then he evaluates the intelligence of their opinions from a scale of values which he has set up for himself and proceeds accordingly, always, however, keeping in mind his own three E's: education, environment, and economy.

That the schools of Mr. Caudill and his fellow architects have turned out differently from the standardized buildings of the past is obvious from these pictures. In the new schools attractive modern friezes replace the Greek statues of old, tables replace

desks, blackboards slide away into wall space, assembly halls become gymnasiums, and classrooms and lawn are interchangeable (see page 23).

In at least one school building the boiler room has been brought upstairs from the basement and put behind glass panels for all the children to see its operation; and, since separate gymnasiums and assembly halls are expensive items even for the most thriving communities, the modern architects have found a way of combining the two rooms into one (opposite), thereby saving a great deal of cost and space.

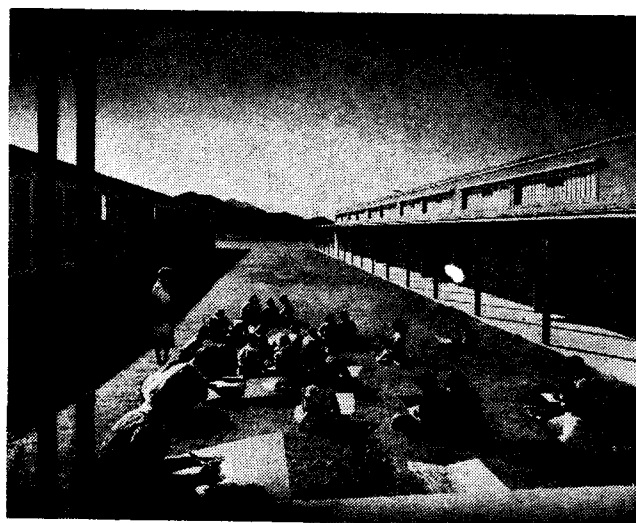
Since each school building is geared to the individual needs of its own community no two modern school buildings are alike. This, says Mr. Caudill, is a puzzle to many more traditionally-minded citizens and a plague to the architects who constantly hear the comment, as if in accusation, "But it doesn't look like any school building I ever saw."



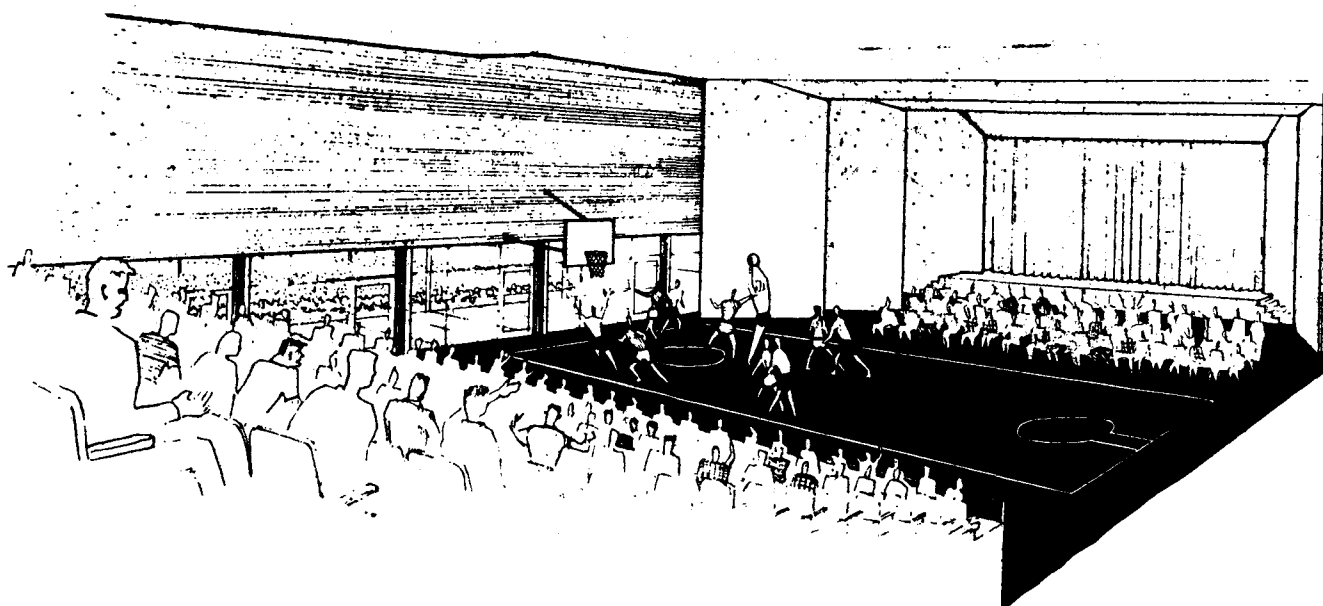
Concave facade of this school building has a specific reason. It scoops in breeze to ventilate halls and classrooms.



Large classroom provides plenty of room for children, is planned for best lighting effects on blackboard and bulletin board.



Space saver is lawn, which can be used for art and other classes on bright days. Doors open directly into classrooms.



Combination room provides gymnasium and assembly hall. Extra chairs for latter are stored under stage at right.



# The Saturday Review



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## Learning on the Offensive

**EDITOR'S NOTE:** For its annual "Accent on Education" issue, SR has asked Cornelis W. de Kiewiet, president of the University of Rochester and chairman of the board of directors of the American Council of Learned Societies, to write a guest editorial on a crisis facing American learning and education.

**A**FTER several years of Senator McCarthy educational leaders in the United States have still not reached the point where they merely yawn at his wild swipes at the universities. But at least they are beginning to take his hectoring with more calm and are less inclined to jump to put out each flash fire set by the Senator. Recently a new fire has been set by the Reece Committee of the House of Representatives to investigate tax-exempt foundations.

In vague and ambiguous language the research staff of the Reece Committee presented the charge that an interlock or conspiracy between the major educational foundations, scholarly societies like the American Council of Learned Societies, and higher learning in the universities had been responsible for carrying out an insidious revolution against American political and economic life. Higher education, it seems, had apparently gone farther than even Senator McCarthy had suspected in infiltrating public life and subverting the nation's institutions. Higher education, or some of its principal branches, therefore, became Public Enemy Number One.

The assumption that there is a covert enmity between scholarship and the national welfare is so fantastic that one's first impulse is to ignore

it. This would be very wrong. Such misrepresentation of the role of education is not only fantastic. It is vicious and dangerous. We have to remember that the conditions of the modern world are such as to provoke a very understandable state of anxiety in the American mind. Education cannot afford to allow any more doubt and suspicion about itself to soak into the public consciousness.

If one could imagine a papal bull on the Reece Committee, it could properly be known as the bull, "Digitus in Oculo." In making its absurd charges against the foundations and learned societies, the Reece Committee stuck its finger in its own eye and made itself look foolish. But ridicule is not enough, even in the case of this weak and insignificant Committee.

It is necessary to deny the false equation of education and scholarship with subversion, to insist on the true equation of intellectual activity with the welfare and prosperity of society. It is not enough to leave this deduction to common sense. "The future of the world," Winston Churchill said toward the end of the war, "is to the highly educated races." No nation can hope for "preeminence in peace or survival in war," unless it can draw upon a great supply of educated, trained, and skilled men.

Few things need to be drummed more persistently into men's minds than the fact that political health and national wealth depend upon the higher education which is accused of a conspiracy against the nation's political and economic institutions. Inventiveness and productivity, the presence or absence of revolutionary political groups, the general condition

of social harmony, these depend upon a nation's system of education. Taken together the activities of teaching, research, and scholarship are a principal architect of American greatness in all fields, political as well as scientific, cultural as well as technological. An attack upon these activities becomes an attack upon America. Faith is lessened, courage is diminished, and essential bonds are broken. To lay loose charges against the scholar and the intellectual can become a form of subversion against which it is the duty of intellectual leaders to speak forcibly and emphatically.

**I**N defending education against these charges of conspiracy and subversion, it is of vital importance that we do not take the false position of asserting that our professors are innocent of any connection with the great changes that have transformed the life of the American people. To exculpate education by reducing its stature and impact is a damaging disservice. The only proper posture for education in making its explanations is one that is erect and proud. It is no juggling or balancing of phrases to admit frankly that scholarship and research are related both to stability and to change. Scholars are by definition both conservative and liberal, and sometimes say or discover things that are revolutionary. They are paid to experiment outside the scope of traditional experience and knowledge. They defend the past and yet open the road to the future. To destroy the affinity of research and scholarship with the forces of change would be to visit the curse of sterility upon the nation itself. In every pursuit, for all our great political, social, economic, and military purposes, we have an insatiable hunger for the knowledge and understanding that permit us to meet the challenges and opportunities of this stupendous age.

There are two types of revolution. The first is the permanent revolution in which a nation actively prepares and deliberately accepts the changes that enable it to hold and expand its share of internal welfare and external security. The other is civil commotion and collapse. A healthy condition of scholarship sustains the first and balks the second. To those who honestly fear that the nation may founder under the pressures that assail it there is a simple piece of advice. Give all the material support that is available to the men and women who do the nation's teaching and thinking, and to the universities and learned societies which maintain them. Above all, hold them in dignity and respect.

—CORNELIS W. DE KIEWIET.