

consider a college education for a child as a kind of "consumer good" the purchase of which can be an alternative to buying a new car every third year, a long vacation trip, a new home, early retirement, etc.

5) There are real possibilities of making funds go further at many colleges through better utilization of time, space, and personnel. The man who said, "We run our college from 9 to 12 and from 1 to 4, five days a week, eight and one-half months a year, and like it that way," died and has been replaced by the man who is persuading his faculty that better utilization pays off in higher salaries. The faculties at Antioch, Kalamazoo, Middlebury, and others, for example, find that year-round operation of the campus is wholly consistent with the maintenance of a high quality program. The combination of large lecture classes followed by some small discussion groups is working at colleges that never tried it before. As for language laboratories, programmed instruction, and television courses, the claim that these new techniques could be effective and economical was based only on theory a few years ago; today there are many successes to cite.

What does all this add up to? A pretty rosy outlook for strong private liberal arts colleges, but a lot of hard work ahead, particularly at fund-raising. There is, however, one big fly in the ointment: private colleges are beginning to realize that they haven't been taking many impecunious students in recent years. The figures show that they can be expected to take an even smaller proportion in the future.

The reason is that the typical \$500 to \$700 scholarship doesn't go very far these days at a private college where the room, board, and tuition already come to \$2,000 or more and other expenses (including books, travel to and from home, clothes and pocket money) add up to an additional \$1,000 a year, at least. As a result only 5 to 7 per cent of the students come from the lowest third of the nation's income levels. No one dares to tabulate the statistics but you don't have to be a Gallup pollster to find this out.

Where does the impecunious student with high potential find his greatest opportunity for higher education? Mainly at municipal and state colleges where he can take his room and board at home and where out-of-pocket overhead is not great. The facts are indisputable. Private colleges may not like to admit this or think of themselves as educators of only the well-heeled, but the signs are that they aren't likely to be able to do very much about it in the decade ahead.

Report Card



THREE R'S IN ORBIT. The newest Government office building in Washington is a seven-story structure located three blocks from the Capitol. The first four floors have become the new home of the U.S. Office of Education, whose employees used to be scattered throughout various offices in and around the Department of Health, Education, and Welfare. Fittingly enough, the top three floors are occupied by the National Aeronautics and Space Administration, the agency which sent Astronaut John Glenn orbiting around the earth.

WATCH YOUR LANGUAGE! CHAPTER II. The following want-ad appeared in the Philadelphia *Evening Bulletin* on March 19, 1962:

TEACHER, emotionally disturbed, 6th grade, \$4,000. Lobis Emp. Agcy., 329 S. 20th.
(Contributed by Joseph M. Kelly, Philadelphia, Pennsylvania.)

PRIORITIES. Three institutes especially designed for teachers, school administrators, and educational supervisors will be offered this summer at the American University, Washington, D.C.—a six-week institute on the United States in World Affairs, a three-week institute on Human Relations and Intergroup Understanding, and a five-day institute on Driver Education. According to a university press release, a certificate will be awarded to those who successfully complete the latter course.

YOU CAN'T TELL THE PLAYERS WITHOUT A SCORECARD. A recent press release from Washington announced the formation of an organization called the National Committee for Support of the Public Schools (See *WHILE SCHOOL KEEPS*, Page 66). Among the members are such people as Harry Truman, Alf Landon, Eleanor Roosevelt, Omar Bradley, Carl Sandburg, Harry Golden, Walter Reuther, and Ralph McGill. The announcement contained a brief biographical sketch of each, together with a footnote saying: "For further information regarding individual members, see 'Who's Who in America.'"

A COMPANY OF SCHOLARS. A few weeks ago, when President Kennedy invited forty-nine Nobel Prize winners to dinner at the White House, he remarked to his guests at the end of the

meal: "I think this is the most extraordinary collection of talent, of human knowledge, that has ever been gathered together at the White House, with the possible exception of when Thomas Jefferson dined here alone."

THE ETERNAL EVE, CHAPTER II. Masculine strongholds in higher education have been shaken to their very foundations in recent weeks. First came word that Radcliffe girls, who get their education at Harvard as interlopers, will get a full-fledged Harvard degree in accordance with the theory of equal reward for equivalent work. Then came an astonishing faculty report out of New Haven recommending that GIRLS be admitted to Yale as undergraduates, which prompted novelist John O'Hara to write a letter to the New York *Herald Tribune* about the first girl (back in the Twenties) ever to be served at the Yale Club bar in New York. The final blow, however, came when Goddard College, a small co-educational college in Plainfield, Vermont, (105 boys and 99 girls) announced that it would field a baseball team this spring featuring Loraine Schmitz of York, Pennsylvania, who is described as a right-handed pitcher "with curves," Lynn Rosner of the Bronx, New York, a second-baseman who is a double-play specialist (if you will pardon the expression), and Cathy Wise of Appleton, Wisconsin, who, according to press dispatches, "will play anywhere."

THERE ARE ALSO BUTTERCUPS, TULIPS, AND DAISIES. A second-grade boy in Detroit recently came home and asked his mother why firemen can't read. She assured him this was a misapprehension and asked him where he got the notion. "Well," he replied, "in our reading class at school we're divided into three groups. Teacher calls us the Cowboys, the Indians, and the Firemen, and I've noticed that none of the Firemen can read too good." (Contributed by Edgar Logan, Detroit, Michigan.)

NO EGG HEADS ALLOWED. Seventeen high school boys in Knoxville were sent home on their first day back from Easter vacation because they showed up in class with their hair dyed orange.

—JOHN SCANLON.

If you aren't understood,
you haven't
really said anything!

Your ability to communicate is your ability to make yourself understood. How many times have you been frustrated because people don't seem to understand you? How often have you expressed an idea . . . an emotion . . . given an order . . . then found the idea didn't get across . . . the emotion was misinterpreted . . . the order initiated erroneous action?

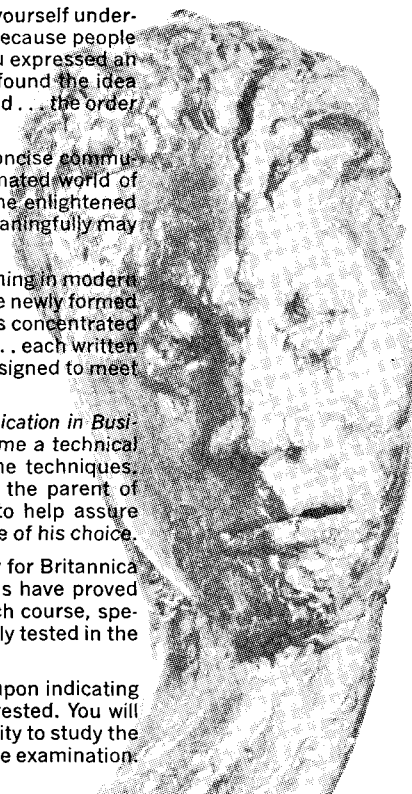
In today's complex world the need for clear and concise communication is greater than ever before. In the automated world of business, in the accelerated world of science, in the enlightened world of education, your ability to communicate meaningfully may very well be the most important skill you possess.

Recognizing the urgent and universal need for training in modern methods of communication, Britannica Schools, the newly formed division of Encyclopaedia Britannica Films Inc., has concentrated on developing a group of communication courses . . . each written for a different educational background . . . each designed to meet a different communication need.

Do you read, write or speak in business? *Communication in Business and Industry* is for you. Would you like to become a technical writer? *Technical Writing I and II* will teach you the techniques. Are you a college-bound high school student (or the parent of one)? *Writing Is for Readers* is a course designed to help assure the college-bound student entrance into the college of his choice.

Each of these courses is newly created, exclusively for Britannica Schools, by a recognized authority whose methods have proved effective in classroom teaching of the subject. Each course, specially prepared for home study, has been extensively tested in the classroom and in industry before final release.

You can see the result for yourself. Return the coupon indicating the communication course in which you are interested. You will receive information on the course and an opportunity to study the course material, at your leisure, during a 10 day free examination.



Britannica Schools announces 4 Courses in Communication

Communication in Business and Industry—A learn-by-doing course that teaches you how to write better letters . . . better reports . . . how to speak effectively . . . solve problems . . . sell your ideas. Both authors of the course are recipients of teaching awards from the Carnegie Institute of Technology and well known consultants in communication to industry. The course is designed for the mature person with serious interest in self improvement and professional advancement.

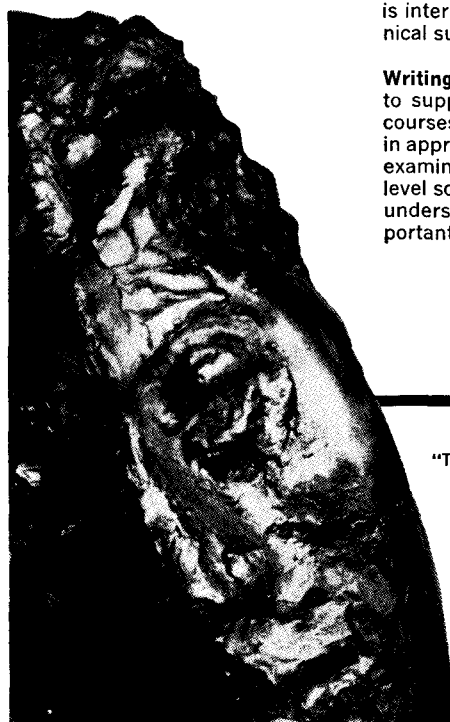
Technical Writing I and II—An intensive writing course based on the case history technique. Subject matter covers the entire technical gamut. Presentation is kept light yet highly informative. The course requires no previous mechanical, engineering or science background and is designed for the layman or writer who is interested in learning how to handle the presentation of technical subjects for various purposes.

Writing Is for Readers—A course on expository writing designed to supplement and enrich the high school writing and English courses of the college-bound student. Practical and down-to-earth in approach, the course will help prepare you for college entrance examinations . . . help you weather the requirements of college level scholarship. You will learn the techniques for writing lucid, understandable expository prose. You will review the most important terms and functions of grammar.



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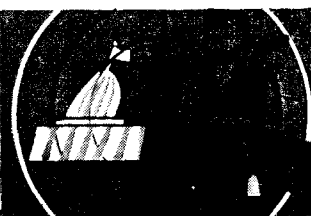
Sculpture,
"The Listener" by
John Fildes

Gentlemen: Please send me additional information on the courses checked. I understand that no salesman will call.

- ☐ Communication in Business and Industry
- ☐ Technical Writing I and II
- ☐ Writing Is for Readers

NAME _____ AGE _____
OCCUPATION _____
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CITY _____ ZONE _____ STATE _____

While School Keeps



FEDERAL AID for elementary and secondary schools is scheduled to get a badly needed boost in the current session of Congress. Two brand new committees of nationally known citizens announced last month their intention of working for more effective national support of the schools.

Headed by Mrs. Eugene Meyer, widely known author, lecturer, and widow of the former publisher of the *Washington Post*, the National Committee for Support of the Public Schools has thirty-nine initial members. Among them are Mrs. Eleanor Roosevelt, former President Truman, James B. Conant, poet Carl Sandburg, former Eisenhower cabinet member Marion B. Folsom, novelist John Hersey, and labor leader Walter Reuther. Dr. Harold Taylor, former president of Sarah Lawrence, is vice-chairman.

The committee proposes to "conduct studies, analyze data developed by others, and serve as a central clearing house of information on school finances for many local, state and national groups interested in education." It will not be a lobbying group. Rather, it assumes that a better informed public will do its own lobbying for legislation that insures adequate public school support at every level of government.

The second group formed last month is the Bipartisan Citizens Committee for Federal Aid for Public Elementary and Secondary Education (4107 Davenport St., N.W., Washington 6, D.C.). Chairman George J. Hecht, publisher of *Parents' Magazine* and long an ardent advocate of federal support for the schools, has assembled a group of national leaders as eminent as those on Mrs. Meyer's committee. Many, in fact, are members of both groups.

The committee plans a nationwide campaign of information and assistance to individuals and groups in an effort to mobilize bipartisan support for action on an education bill. The objective will be to bypass the objections of those who fear that federal aid will bring federal control—and those who oppose federal action which does not include benefits for parochial schools—by supporting legislation which would send federal funds to the states with no strings attached. Individual states, then, would be free to allocate funds within their borders as they see fit.

The odds for federal legislation to

provide elementary and secondary school support appear poor at this session of Congress. But if no action is taken, it won't be for lack of some strong supporters.

SCHOOL BOARD MEMBERS across the nation are far less convinced than the members of Mrs. Meyer's and Mr. Hecht's committees that federal aid to the schools is necessary. Preliminary results of a nationwide survey of board members by the National School Boards Association, released last month, show that 55.2 per cent oppose any general federal aid to education bill. Fifty-eight per cent are convinced that all needed classrooms can be constructed with funds from present local and state sources, 64 per cent are sure that these sources can finance teachers salaries, and 61 per cent believe that necessary expansion and improvements in staff and curriculum to care for increased enrollments can be handled without federal help.

On the other hand, even larger percentages strongly support the continuance or expansion of federal aid programs already in existence. For instance, 62 per cent support the federal programs instituted under the National Defense Education Act, 74 per cent approve of the school lunch program, 55 per cent favor the vocational education program, and 69 per cent want national support to continue for federally impacted areas.

Interpreters of the apparently contradictory results of the NSBA's survey may well have a field day. Certainly the logic employed by the majority of school board members in reaching their conclusions is, at least, obscure. But there was one survey question on which more than three-quarters of all board

members were agreed: 76 per cent are convinced that if federal assistance is given to the schools, it should be channeled to public schools only; non-public schools should be excluded.

WOMEN'S EDUCATION, a new quarterly bulletin, was launched last month by the American Association of University Women (2401 Virginia Ave., N.W., Washington 7, D.C.) to provide a forum for the exchange of ideas and to report new research and information in the field. It replaces *Information and Research Notes—The Education of Women*, formerly published by the Commission on the Education of Women of the American Council on Education. *Women's Education* promises to be an informative guide to new thought and action in a field that is receiving increasing attention from leaders in education. Subscriptions are \$2 a year.

STANDARDIZATION is not a popular word in education—and rightly so when the talk is of teaching and learning, or even of school design. But there is less reason to deny ourselves the benefits that can come from standardization in school construction.

Great Britain has moved faster and farther than we in the field of what architects call "modular" planning of school buildings. But Stanford University's School Planning Laboratory now has a similar "erector set" approach to school construction on the drawing boards. When complete, every component in a school, from window frames to book cases will be flexible and interchangeable. They can be grouped in limitless ways to fit a given school, and at the same time eliminate waste of materials and on-site labor costs.

Three modular schools are now planned for San Jose's East Side High School District. Each will be designed by a different architect, who will be encouraged to create as individually as he will. The object is to build better schools faster, and at the same time give the taxpayer more functional space for his dollar.

INGENIOUS TEACHING METHODS developed by the Army to train two-year recruits how to maintain complex missile systems in constant combat readiness provides a peek into the educational future. Under pressure to train some 5,000 men from all branches of the U.S. armed services and fourteen foreign countries every year, the Army must use every feasible means to transmit the essentials of mathematics, physics, electronics, and missile-related sciences to its young students. For instance, giant television screens permit magnification of small missile parts for

