

school teacher of social studies usually is neither qualified nor willing to teach in the lower grades, where the demand for teachers is greater.

College placement officers are aware of these facts, but when the candidate goes to the placement office in search of a job, it is usually too late for him to change his specialty. If the balance between supply and demand is to be restored, students must change their career plans when they select their college majors. Better counseling for high school and college students is essential.

The prospective teacher whose qualifications are exceptionally high need not be discouraged by these facts, whatever his specialty may be. There will always be a demand for superior teachers in all fields provided they are willing to move to where the jobs are. But a beginning teacher can no longer expect to find exactly the job he wants. Some who prefer to teach in high school will find it necessary to prepare instead for the elementary level. Many who would like to teach in the affluent suburbs will have an easier time finding employment in city slums or rural areas. Employers in the more attractive schools are now in a position to be selective.

—P.W.

Teacher Supply and Demand

* At the high-school level the chief problem is not total numbers. The distribution of the new supply among the teaching fields is not in balance with the need; there will be an oversupply in some fields, a continued shortage in others.

* The sciences and mathematics, fields of most acute shortage, expect more-than-average increases of 19.7 and 18.8 per cent, respectively.

* English, still in short supply, has a prospective increase of 19.5 per cent.

* Most overlooked fields of extreme shortage are women's physical and health education, to increase only 12.9 per cent, and home economics, where the outlook is for an increase of only 7.4 per cent.

* Most obvious oversupply for many years has been and continues to be in men's physical education. The prospect is for an increase of 7.4 per cent, with the outlook for full-time positions in this field being no more than one-third to one-fourth of the number who will be produced in 1963.

* The other major field of prospective oversupply is social science, where the outlook is for an increase of 14.3 per cent.

—Highlights from "Teacher Supply and Demand in Public Schools, 1963," published by the NEA.

Letters to the Editor

Questions About Aspen

I SHOULD LIKE to express a certain skepticism concerning some of the matters set forth in John Scanlon's article "Aspen: A New Day for the Humanities" [SR, Dec. 21]. I assure you that I am not opposed to doing any good that can be done for the cause of humanistic studies and accomplishments. But I find myself wondering whether some of the matters mentioned in this article provide the desired answers—or any answers.

One of these is the calm, apparently unquestioned assumption in Mr. Paepcke's summation of the purpose of the Aspen Institute that American businessmen are "the leaders of American life." I, for one, question that this is necessarily true—unless the name of "leader" has some curious meanings. When I look over the list of officers and trustees of the Aspen Institute, I am not reassured. Albert Schweitzer leads off as Honorary Trustee, and that is fine—for window-dressing. But from there on I find officers of corporations, some political figures, a professor of industry (!), and an academic administrator. I suppose education is fairly well represented in the president, Mr. Eurich, and a few other persons. And I note one artist-architect. But where are the *real* representatives of the humanities—after Dr. Schweitzer? Where are the truly creative persons, the artists, writers, and scholars? Is it assumed that, of course, they cannot be trusted with the guidance of such an undertaking, that such guidance must be in the hands of "the leaders of American life"?

I shall look forward with interest to the awarding of the Aspen prizes. I shall hope fervently that they make more sense than some of the Nobel awards for literature and most of the Pulitzer prizes. I hope that the award board has an entirely free hand in making its selections, that its selections do not have to be approved by the board of trustees. Certainly the Aspen Award board members are excellent choices.

H. B. ROUSE,
Professor of English,
University of Arkansas.

Fayetteville, Ark.

Boroff on Bennington

DAVID BOROFF'S ARTICLE "Cauldron of Creativity" [SR, Dec. 21] contains a revealing inaccuracy. He states, "A Vassar girl, for example, would feel far more at home at Bennington than she would, let us say, at the University of Indiana."

Had Mr. Boroff taken the time even to check a catalogue, he would have discovered that the "University of Indiana" does not exist: it is in fact named *Indiana University*. It would appear that he has seen quite a bit of the Eastern schools (he mentions Harvard, Smith, and Bennington)

and not enough of colleges elsewhere.

As a native of Boston and a product of Eastern schools, I am not blindly leaping to anyone's defense. As a future graduate student at Indiana University, where there are many academic resources not available at "Ivy League" colleges, I find Mr. Boroff's choice of antithesis more an example of his unfortunate inability to accept non-Eastern schools as educational institutions than a valid illustration of his point.

NAOMI WARE,
Vassar, '64.

Poughkeepsie, N.Y.

IF I WERE EVER to meet a Bennington girl (an encounter to which I look forward with some trepidation), I would very likely be inclined to label her an antisocial, arrogant, all too self-analytical, intellectual snob. And she, arguing against me with precise logic, brilliant reasoning—but not, God forbid, feminine deviousness—would prove me exactly right.

Perhaps I am unjustified. Perhaps the Bennington girl cannot, or will not, be stereotyped. But I think not. I have met the "bright" girl, and no matter what her background, intellectual, social, or economic, she has rarely failed to fit the pattern I have described. She is passionately devoted to the display of her high intelligence, a possession that no one denies. She revels in every one of her creative activities, which often turn out to be meaningless. She proudly extols her aloofness from the mediocre social concerns of the less academic of her sex and hence proves herself to be pitifully insecure. Such females exist, and not only at Bennington, but at Vassar, Mt. Holyoke, and Radcliffe; at UCLA, CCNY, and Penn; and, of course, at Reed.

LEE DE COLA, student
Reed College

Portland, Ore.

Baldwin's Talk to Teachers

THANKS FOR OBTAINING and printing James Baldwin's "A Talk to Teachers" [SR, Dec. 21]. In violent, personal terms it gives the feel of conditions that so many of us detached whites have always deplored but never suffered from. This means that at last we are being educated and shaken out of the amazingly tolerant attitudes we've nourished for so many generations.

WILLIAM T. BISSELL.

Canton, Conn.

MR. BALDWIN STATES that "the press is not as free as it says it is." True enough, but thank God *Saturday Review* is, for I have never read a more moving, enlightening, and frightening explanation of the reason for the Negro's position in America today.

MRS. JAY B. ETTINGER.

St. Paul, Minn.

TEXTBOOKS AND TRAPPED IDEALISTS

By FRANK G. JENNINGS, *Editor-at-Large of Saturday Review and educational consultant to the New World Foundation.*

AN educated adult, looking upon a modern American textbook for any grade in any subject, could easily see the work as an insult to the student's potential intelligence. So-called public reaction against the contemporary "look-say" basal readers is a case in point.

Organizations have been established and foundations have given their support to efforts to remove these blights from the American classroom. We know better than to tolerate what the worst of these books stand for. Consider the child who enters the first grade classroom, excited by the hope that at last he will learn to read on his own, coming as he does to the effort, with almost six years of marvelous success in learning how to use his mother tongue. Consider this child, who has a substantial vocabulary enabling him to report on and deal with complexities of experience in the modern world, now being confronted with a book that stutters a few score of infantile words, "Look, Jane, Look! Jack has the ball . . . See, see, see the ball!" Is this the magic of the printed page? Is this the place where heroes contend with ogres?

Consider the child who knows the difference between a rocket trajectory and a satellite orbit, who can distinguish among hundreds of brands of cereals, soaps, and deodorants, who knows families of automobiles with mythopoeic names; consider this and appreciate his disappointment. We offer him a cup of magic, filled with tap-water.

Certainly it is easy to denigrate textbooks. As *books* they were never very good. Remember those of our own youth? They had no titles for us, only authors' names. In math class we opened the beige-colored monstrosity called "Wentworth & Smith"; in English there was "Lang, Leaf, and Meyers." History was simply and forever "Muzzey." Each

This article is taken from a chapter in the book, *The American Reading Public*, published this month by R. R. Bowker Co.

in its own way was a drudge-making curse. Remember the language of Molière served up to us in a stew called "Chardenal"? Remember those physics books that would have made Newton wince, that never recognized the existence of Einstein or Bohr or Planck?

How did we as a nation survive this assault? How did we, so armed, come through the Depression, fight a global war, sunder the atom, and probe the domain of the stars? We have answers to these questions, and the textbooks do not figure in them. But, are we being fair?

A book comes into being when some author, driven by his private demon, brings forth a manuscript that some editor likes well enough to try to persuade a publisher to print. The book lives or dies by the size and loyalty of the readership it attracts. With textbooks it is otherwise. An editor, a publisher, a salesman, a successful teacher (or an unsuccessful one!), a curriculum specialist, or a committee of many, or all of these people may decide that a new textbook is needed or would succeed in a certain subject if it were done in a certain way.

Another avenue to textbook creation might open with a salesman's report that a competitor's product seems to be doing very well in his territory and that it has certain characteristics of size, shape, color, format, or organization of contents. He strongly urges that his company go forth and do likewise. If he is a good salesman with a reputation for being right in these matters, his report will be considered with care and possibly favor. In either case, some one person's attention is piqued, and the process of textbook creation begins.

Large textbook houses today have staffs that could provide a complete faculty for a fine education department in a good college. In fact many of the editors and other "specialists" are recruited from such faculties as well as from the classrooms and administrative offices of the country's better school systems. These people maintain their professional credentials in the major educational organizations and often participate in workshops, conferences, and



—Ed Nano.
"Although curriculum is not immutable, it is the only arena within which the textbook publisher must perform."

conventions. It is their responsibility to keep alert to every shift in the educational climate, to identify the bright young Turks and encourage them, to establish and keep in close working contact with educational leaders, but perhaps their most important assignment is to keep the big series books and best-sellers ready for revision. The money-makers are not the flashy one-shots but the long-term wheel-horses that dominate a field for a generation.

That big book or series is the product of what is loosely called research and development. (Everyone uses the phrase today, why shouldn't publishers?) From the beginning of an idea to the final act of publication will be an intensively active period extending perhaps over six years. If what is being planned is a new series rather than a single text, a publisher's investment might be well over a million dollars. With investments in time and money on such a scale, a publisher has a clear responsibility to his stockholders to hedge his bets against the whole educational universe.

He will see to it that the book idea