

open to every boy or girl in America up to the highest level which he or she is able to master.

"In an economy which will offer fewer and fewer places for the unskilled, there must be a wide variety of educational opportunities so that every young American, on leaving school, will have acquired the training to take a useful and rewarding place in our society.

"It is increasingly clear that more of our educational resources must be directed to pre-school training as well as to junior college, college and post-graduate study.

"The demands on the already inadequate sources of state and local revenues place a serious limitation on education. New methods of financial aid must be explored, including the channeling of federally collected revenues to all levels of education, and, to the extent permitted by the Constitution, to all schools. Only in this way can our educational programs achieve excellence throughout the nation, a goal that must be achieved without interfering with local control and direction of education.

"In order to insure that all students who can meet the requirements for college entrance can continue their education, we propose an expanded program of public scholarships, guaranteed loans, and work-study grants."

It seems clear that the Democratic Party accepts responsibility for equalizing educational opportunity throughout the nation, considers federal aid essential in achieving that end, and believes that such aid can be provided without federal control of the schools.

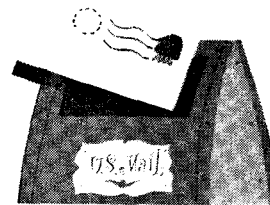
The Republican Party, in sharp contrast, holds that state and local communities are able to provide all the support necessary for elementary and secondary education, and that federal support should be limited to "selected aid to higher education" including tax benefits for parents of college students. It is convinced that federal aid to elementary and secondary schools would lead to federal control and that such control would be disastrous.

On this issue, as on many others, the coming election offers American voters a clear choice.

—P. W.



Letters to the Editor



School Days

CONGRATULATIONS ON THE cover of *SR*, Sept. 19. The little red school house, bell ringing, American flag waving, and the happy faces of the children present a picture seldom seen. Why do newspapers, books, cartoons, TV programs and commentators, and comic strips portray school days as a burden, hated by children, instead of one of the most wonderful opportunities America has to offer—free education to all?

MRS. WILLIAM O. FORMAN.

Uniontown, Pa.

Views on Conant

CONGRATULATIONS ON THE teacher education issue [*SR*, Sept. 19]. It is excellent—well balanced and penetrating.

SR brings this "look at Dr. Conant" to us at a time when the establishment is shoveling hard to bury the controversy in the grave of the status quo. Your issue does much to further the debate that Dr. Conant so fervently desires and that all of teacher education so desperately needs.

LINDLEY J. STILES
Dean, School of Education,
University of Wisconsin.

Madison, Wis.

I AGREE WHOLEHEARTEDLY with Dr. Conant's recommendations. There should never be any question about a teacher's striving toward excellence in his area of specialization, and in the case of the public school teacher his field would not be education *per se*, but would be one of the languages, arts, sciences, or vocational skills.

Whether the educationists like it or not, mediocre students, many of whom become education majors in college, are going to find it increasingly difficult to land jobs in our public schools. Dr. Conant is simply trying to raise the standards, to rush things along a bit.

MARK L. HUGHES.

Chester, Va.

I SHARE DR. GIDEONSE's concern [*SR*, Sept. 19] regarding the reception given James Conant's work by some educators, having heard my share of *ad hominem* arguments. While I view Conant's proposals with reservations, their publication certainly has offered educators an opportunity to come up with better proposals, an opportunity that has been weakened by the defensive posture ably described by Dr. Gideonse.

I must caution, however, against over-generalizations based on Dr. Gideonse's

observations. First, his report is rather impressionistic, yet it has the effect of categorizing an entire profession's attitude toward Conant. The dynamics involved are far more complex than those partially exhibited at the Chicago conventions. Dr. Gideonse does not mention, I'm sorry to say, that these conventions include many other meetings devoted to serious efforts to improve teacher education. Second, Dr. Gideonse has, unfortunately, unintentionally added to the conspiratorial view of educational leadership. If there is an educational establishment, we will be far better able to understand its operation when it has been studied far more fully than is the present case. Third, Dr. Gideonse fails to note that *any* professional group, when attacked from without, is likely to coalesce and attempt to discredit its critics. This reaction is as true of any of the other divisions of academe from which Dr. Gideonse appears to suggest educators are a separate breed.

In essence, Dr. Gideonse has done a service in exposing those educators who reacted and are continuing to react in too parochial a fashion to Conant's report and, even without the reservations noted above, he is to be congratulated.

RICHARD WISNIEWSKI
Wayne State University,
College of Education,

Detroit, Mich.

On Pulliam on Conant

IT IS UNDERSTANDABLE THAT Dr. Pulliam, in his critique of the Conant proposals on teacher education [*SR*, Sept. 19], should be partial toward his own field, the behavioral sciences. But his misinterpretations of Dr. Conant are inexcusable.

Dr. Pulliam says that the scale of values expressed by Dr. Conant's proposed curriculum for teacher education "clearly puts natural science and mathematics at the top of the scale as the knowledge of greatest worth." There is simply no foundation for this statement. No matter how one tots up the courses suggested by Dr. Conant as constituting a good general education, the time allotted to mathematics and natural science combined is less than that allotted to English and history combined, not to mention the time allotted to the fine arts and to the behavioral sciences.

It is also simply not true that Dr. Conant has "downgraded" the fine arts in the high school curriculum by recommending them as "electives for average students; the academically talented may indulge in them *after* they have done their work in the 'solids.'" On the contrary, Dr. Conant's suggested high school program specifically includes two years of high school art and

music, with no suggestion that any other subject take precedence.

MRS. ELINOR C. BLODGETT.

Peterborough, N.H.

ONLY DR. PULLIAM SEEMS to approach the basic question as to whether our present competitive knowledge-centered education is meeting our present needs or even whether it may not be actually contributing to our difficulties. Milton Mayer [SR, Feb. 15] clearly indicated great concern that knowledge is not enough. I fear that most of what we teach and do in secondary and higher education is largely irrelevant to our fearful needs for better families, for personal integrity, and for a sense of meaning and relatedness to the many problems facing us all. This lack of relevance is just as great in liberal arts as anywhere else.

May I suggest that SR lead off with a series of articles on the following topic: "How can all secondary and higher education be made more relevant to 'people's most crucial human problems'?" I am sure that there will be no difficulty getting dialogue on this topic.

D. L. ARNOLD.

Kent, O.

DR. PULLIAM LEADS ME on to cheer Dr. Conant's views on music training in the high schools. Many a serious student has been much irritated because he was pulled out of a geometry class to practice that bit on the tuba so dear old high can win at the local music festival. In far too many high schools the music department is the tail that wags the dog.

MRS. E. A. HINE.

Sea Cliff, N.Y.

Ban the Hall of Education?

RE: FREDERICK L. REDEFER's candid and caustic description of the Hall of Education, at the World's Fair [SR, Sept. 19]: I was there in late August and wish to second the motion! I join Professor Redefeer in protest against calling a combination bargain basement-carnival midway atmosphere the Hall of Education.

M. DALE BAUGHMAN,
Associate Professor of Educational
Administration and Supervision,
University of Illinois.

Urbana, Ill.

IT IS IRONICAL THAT educators cannot achieve in their own field what many other exhibitors (who would probably be forgiven for accomplishing less) have succeeded in doing—namely, skillfully employing modern educational techniques to sell their products. It would seem that the Hall of Education is indeed "a sell-out to commercial interests," and a sell-out to companies that have little awareness of effective display techniques, at that. The only semblance of an educational exhibit, so aptly termed "tired" by Mr. Redefeer could be found in any uninviting corner of any museum in any town of reasonable size throughout our country. Far from contributing to "Peace through Understanding" the Hall of Education is much more likely to arouse feelings of anger and shame in those who know how woefully inadequate and misleading the displays are. Nor would it dis-

pel any doubts foreign visitors may have concerning the efficacy of the U.S. educational system.

HELEN N. COLEMAN.

Buffalo, N.Y.

FREDERICK L. REDEFER's allusion to the Hall of Education at the New York World's Fair as a "chamber of educational horrors" prompts me to take typewriter in hand and proclaim myself as Member No. 1 of his ban-the-building club.

I, too, was appalled after entering the building and wandering among the clapp-trap attractions and had feelings of anguish wondering how foreign visitors would judge this great nation's vaunted educational leadership in the light of what they saw masquerading as a Hall of Education.

Rather than close it, burn it down, bomb it, or anything so drastic, why not invite leading universities to set up booths inside along the lines of a trade show? An information booth for prospective students, a staff of volunteer instructors and students, and an atmosphere of academe could be achieved at modest cost with a minimum of imagination. Can't a liability be turned into an asset? This is the time for educators to come to the aid of their common cause—the good name of American education.

HARVEY G. LAUDIN,
Center for Human Relations,
New York University.

New York, N.Y.

I WAS INTERESTED in the letter to the editor in which Professor Redefeer takes off on the Hall of Education at the New York World's Fair. He couldn't be more right. Presently

I am trying to rally some of the education associations with headquarters here in Washington to put pressure on the Fair people to clean this up as an educational exhibit or take the name off of it.

Forrest E. Conner,
Executive Secretary,
American Association of
School Administrators.

Washington, D.C.

More on Vocational Education

WHY DO WE NOT HAVE any studies of what preparation youth needs in order to secure desirable employment? [SR, Aug. 15].

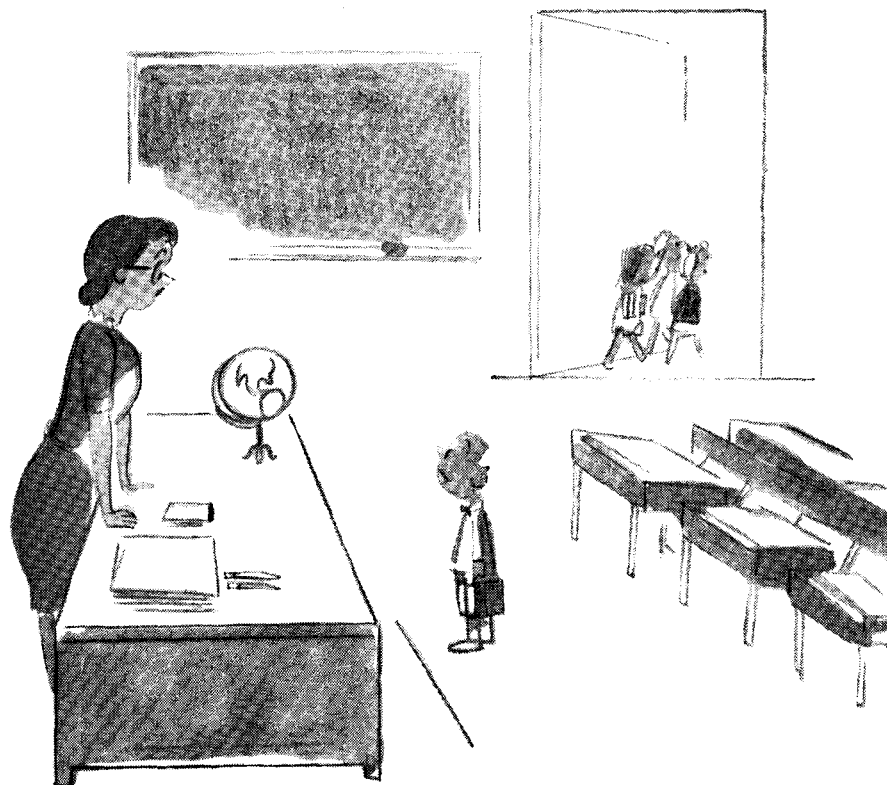
Some say that a high school diploma is required to secure an entrance into skilled occupations. But is it? After years of hiring youth in a shop employing only skilled men and boys to learn the skilled tasks, I learned to prefer dropouts to graduates. Is a high school diploma of any value in preparing for craftsmanship? We have no information.

Some say that the schools should provide each youth with a "marketable skill". But is that what employers want in beginners? I became rather prejudiced against boys who applied with a school-acquired skill, and this feeling was the result of experience with them. It seemed to interfere with learning on the job. But how many employers feel as I do? We have no information.

We have seen some youth secure employment easily in times when jobs were hardest to get, and some of these youth had neither a high school diploma nor a school-acquired skill. And these jobs were not mere unskilled labor. How did they do it? That is a question for study, but why does not some educator or sociologist study it?

ALAN W. FORBES.

Worcester, Mass.



"Could you please tell me what I learned today, Miss Tepper? Mother's sure to ask."



—Paul Conklin.

Volunteer Joe Grant, of the Bronx, umpires a ball game in Chimbote on the Peruvian coast.

The Peace Corps Volunteer Returns

The problems of adjustment faced by Peace Corps Volunteers overseas—and the new problems they will face upon their return to the United States—have been examined through a series of Completion of Service Conferences held with Volunteers in thirty-nine countries. These conferences were developed by Dr. Joseph T. English, Chief Psychiatrist, and Dr. Joseph G. Coleman, Director of Research for the Peace Corps. Some of the early results of these conferences are reported here by David Pearson, Deputy Information Director of the Peace Corps.

By DAVID PEARSON

NOW that the initial haze of publicity is clearing, the Peace Corps is face to face with one large, pertinent question: After his two years overseas, will the volunteer “read-just” by disappearing into old haunts and familiar pursuits back home? Or will he translate his energy and drive, his skills and experience, into tackling some of the problems of our own back yard?

This is not just a rhetorical question. In the third point of the Peace Corps Act, Congress directs it to “[help promote] a better understanding of other peoples on the part of the American people.” Clearly, Congress intended that the role of the volunteer continue

after his foreign service is over; that he bring back to the U.S. some of his knowledge and some of the zeal that moved him to join the Peace Corps in the first place.

The initial wave of volunteers has now returned, with some 1,000 back teaching, doing graduate study, working for the government and private industry. At first glance, those seem average enough occupations for Americans to be engaged in. But a closer look shows another, deeper dimension; a dimension they might not have dug into had they not served for two years in a developing country.

Al and Judy Guskin just returned from two and a half years in Thailand. They spent the summer—without pay—helping select people to serve in the

new Volunteers for America part of the War on Poverty. Another volunteer, forty-four-year-old Willie Mae Watson, was Director of Elementary Education at the Prince Edward County Free School—set up to teach the Negro children that were disenfranchised after the public schools were closed several years ago to avoid desegregation. Anne Peabody, who served as a nurse in Bolivia, is now the Director of Migrant Work for the Council of Churches of Santa Clara County, California.

Young Tom Wilson, who was a Peace Corps teacher in the Philippines, since his return has been working in a pilot teaching project at Washington’s Cardozo High School, in a slum area where dropouts have been alarmingly high for several years. “I was going to teach