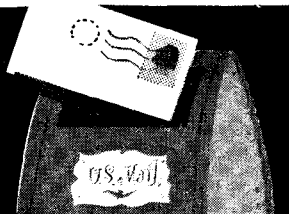


Under a plan approved by the Board of Education on June 30, New York City's massive public school system will be subdivided into thirty-one locally administered districts of about 35,000 pupils and thirty schools each. Teachers and most administrators will be assigned to one of these districts, each of which will be headed by a district superintendent who will have complete responsibility for all the public schools in his district. Parents will be able to deal directly with a nearby school official whose powers are similar to those of a superintendent in a smaller city. Not surprisingly, the strongest opposition to the new plan has come from those assistant superintendents who, in the past, have been responsible for a single level of education—elementary, junior high, or senior high, and who will have less autonomy under the new plan.

**T**HE decentralization plan for the University of California, which was announced last month by President Kerr and accepted in principle by the Board of Regents on June 19, provides that much of the power that previously has resided with the regents and the President will be transferred to the nine chancellors, each of whom is responsible for a single campus. The chancellors, in turn, will delegate more responsibility to the various schools, divisions, and departments on their campuses. Appointments and promotions to the higher academic ranks, which in the past have required the approval of the regents, will now be made by the chancellors on the recommendation of their faculties. Each campus will also have far greater independence in budget administration, construction program, and solicitation and approval of grants and contracts. The central administration—Kerr's office—will divorce itself from campus operations and will concentrate on major policy, relations with the federal and state governments, and the evaluation of the performance of the chancellors.

Though decentralization clearly is necessary, it would be optimistic to expect that it will solve all the problems, either in California's university or in New York City's schools. It will not prove effective if either the chancellors or the district superintendents retain a large measure of authority for themselves and fail to delegate it to teachers. Because formal education takes place in classrooms, laboratories, and conference rooms, rather than in administrative offices, it reaches its highest level of excellence only when teachers are given the individual responsibility and authority consistent with their professional status—and when teachers from the kindergarten level to the university graduate school are fully qualified to accept such responsibility. —P.W.

## Letters to the Editor



### A Farewell

THE NEWS of David Boroff's sudden death in May shocked his many friends and admirers.

Many of us who had the privilege of knowing David will miss his vibrant, dynamic, vital spirit. Those who knew him only through his writing will miss the work of a fine mind—critical, thoughtful, imaginative, incisive, and penetrating.

His insights into what makes higher education tick in his book *Campus: USA*, his many articles and reviews in *Saturday Review*—all of his perceptive and sensitive probing of the currents of modern literature, made a tremendous contribution.

He will be missed by his numerous friends and admirers, in the pages of the *Saturday Review* and the *New York Times*, and in all the other places where he illuminated and stirred the finer elements of the spirit of our modern age.

ABRAHAM TAUBER,  
Dean of Faculty,  
Bronx Community College.

The Bronx, N.Y.

### Too Elite?

IF THE PURPOSE of the National Academy of Education is truly, as Paul Woodring stated in his editorial of June 19, "to promote scholarly inquiry and discussion concerning the ends and means of education," then the charter members of the academy are well selected. For myself, scholarly inquiry and discussion are not enough. The ferment in elementary, secondary, and higher education today has been initiated by doers, not inquirers.

It seems to me that the balance of categories of memberships in the academy is askew. Surely if there are to be thirty members in the categories of Foundations and Psychology of Education, there ought to be at least that many in Educational Practice, perhaps divided into Humanities, Social, and Natural Sciences. Let's not put ourselves in the position of recognizing the critics and ignoring the reformers.

GLADYS S. KLEINMAN,  
Assistant Professor of Education,  
Rutgers, the State University.

New Brunswick, N.J.

YOUR REPORT on the National Academy of Education suggests to me that it is misnamed. The title claims too much. The list of charter members is certainly distinguished, but it does not represent all aspects of education. Are there no distinguished school superintendents, principals, teachers, college presidents, or deans worthy of membership?

The National Academy of Education should follow the example of the newly established National Academy of Engineer-

ing by including *both* practitioners and professors.

L. BRYCE ANDERSEN,  
Professor of Chemical Engineering,  
Associate Dean of Engineering,  
Newark College of Engineering.  
Newark, N.J.

IT WAS INTERESTING to read that a National Academy of Education "promises to become education's most exclusive club." Its formation signals both the increasing awareness of education and the total exclusion of the person most directly involved in this process.

As a teacher, I find it difficult not to feel a sense of alienation from "Education" when there is little or no possibility that teachers could be represented in a national body whose professed *raison d'être* is education. Mr. Woodring states that this group may be of great significance because "many younger educators have felt that the only route to eminence lay in the acceptance of administrative positions." Now educators can achieve eminence as "psychologists, historians, philosophers, or sociologists" and "scholars in fields that provide the foundations for education." But not as teachers.

It is depressing and insulting to find that teaching cannot be respected so that teachers can be "eminent." The child shaped in our culture recognizes the position of teachers (and, unfortunately, often the reality) and has difficulty respecting them.

Now, even "Education" forsakes the teacher. For the sake of the psyche of our teachers, or at least this one, do not destroy our false idols of primitive thought. Call the proposed group the Academy of Educational Scholars but do not as completely remove the teacher from his position in theory—as he already is in fact. Fortified with the surety of myth, teachers can continue to be dedicated, faithful, retiring, and ignored.

JOHN D. GLASHEEN,  
Williamstown, Mass.

ARE WE TO CONCLUDE that there are *no* women worthy of membership in the National Academy of Education?

ELISABETH H. DIETZ,  
Associate Professor,  
Brooklyn College.

Brooklyn, N.Y.

MAY I POINT out that in the National Academy of Education there is no category Fiscal Study of Colleges and Universities? Surely such men as Dr. Lloyd Morey, J. Harvey Cain, Howard Withey, Ralph Johns, Dr. Clarence Sheps, and George van Dyke would qualify.

HARVEY SHERER,  
Consultant,  
Higher Education Business Affairs.  
Lexington, Ky.

## The Boy vs. the School

PROFESSOR Patricia Cayo Sexton's contribution to "Personal Opinion" [SR, June 19] gets closer to the heart of boys' dissatisfaction than any view I've read in years.

Whenever I hear of another male dropout who is unable to pass English or Cit Ed but can build his own radio receiver, I groan at the prejudice against boys within the system (and I thank God I made it to manhood). Isn't the purpose of education, after all, to make the young articulate about the common culture—their feverish and brittle culture as well as our own cold and monumental one?

IRVING J. WEISS,  
Division of Literature and Philosophy,  
State University College,  
New Paltz, N.Y.

IN AN EFFORT to combat what Patricia Sexton rightfully exposes as the emasculating effect of English courses, we at Clayton have injected the ninth-grade curriculum—often to the girls' misgivings—with large doses of "masculine" literature, including selected Crane, Michener, Nordhoff and Hall, Steinbeck, and war poetry.

May the girls continue to be "squeamish" as the boys brave their English class, a place where they should indeed be able to assert in some measure their masculinity.

ALAN KRAUS,  
Teacher of English.

Clayton, Mo.

BY THE TIME this reaches you, I hope each administrator and member of our local school board may have a copy of Patricia Sexton's provocative statement on schools and boys. Needless to say, I also hope they may find time to give her point of view some long and sober consideration.

MRS. DAVID CALHOUN,  
Woodbury, Conn.

I AGREE with Professor Sexton that our boys are being emasculated, but I disagree strongly with her statement that our schools are the prime offenders. On the contrary, many of our schools and dedicated teachers serve as antidotes to the emasculating conditions of our society.

It is because our boys have so few commitments to others, so little sense of responsibility for the shaping of our society, so little need to make sacrifices, so few experiences, except in schools, with real intellectual stimulation, that they appear emasculated. What they need is the opportunity to assume responsibility, to make decisions, for better or for worse, to participate in the community with adults, and to learn from great books what man was, is, and can be—to learn to be men.

ELIZABETH FREILICHER,  
Brooklyn, N.Y.

## Administrators—Oui ou Non?

NO WIDE STRETCH of the imagination is required to agree with Myron Leiberman in his article "Who Speaks for Teachers?" [SR, June 19] that administrators and teachers have conflicting as well as common interests. When a Teachers' Representative Committee asks for the power to force the suspension of a pupil upon the request of

five members of a staff, there is a conflict of interest. When the same committee asks for the power to force the transfer of a principal upon the request of half the members of a staff, there is certainly a conflict of interest.

Here in Detroit, we are in the process of thinking through the logic of our position. A new federation of administrators and supervisors (DFAS), organized largely by long-time members of the AFT, does not wish it or the rival organization (NEA) to speak for us. In negotiations concerning salary, working conditions, and policy making we wish to speak for ourselves.

SOL DISNER, Principal,  
Pitcher School,  
Detroit, Mich.

THE ARTICLE "Who Speaks for Teachers?" is typical of the fuzzy thinking that takes place among people who have neither the extended experience that can season and enlighten a classroom teacher nor the insight that comes from being extensively and vitally involved in an administrative role. The author does a very nice job of setting up "straw men" so that he will have something to knock down. Making boogymen of administrators is a case in point.

By scapegoating administrators, the author, in keeping with the AFT position, actually shows the kind of dislike for authority and love of power that will create conflict in our schools and chaos in society. Ruling administration out of the teachers' professional associations because some teachers are dissatisfied would be analogous to taking fatherhood out of the family because some children are rebellious.

The enemy of the schoolteacher is not the school administrator but public ignorance and apathy. The NEA position implies that teachers and administrators must work together to overcome ignorance rather than

dissipate their energy in factional strife.

W. CHRIS HEISLER,  
Assistant Professor of Education,  
University of Rhode Island,  
Kingston, R.I.

## License or Opinion?

*Saturday Review* is to be commended for making a page available each month for free discussion of views affecting education. Distinction must be made, however, between freedom and license. The page is launched by David Selden's article pleading for illegality, entitled "Needed: More Teacher Strikes" [SR, May 15].

It would be appropriate (although of dubious validity) for Mr. Selden to urge repeal of current laws that make strikes by public employees illegal. It is something else again for him to say "Needed: More Teacher Strikes." By the same logic it could be argued that since many teachers require more money they should be urged to rob.

JOANNE M. ROBERTS,  
Boston, Mass.

## On Teach-ins

THE LOBBY OF THE INTELLECTUAL has now taken its place beside the farm, labor, business, and military blocs that constantly squeeze policy out of the U.S. Government. If this continues we will have what Erwin Knoll suggested in his article "Revolt of the Professors" [SR, June 19]: "an important new force in American political life."

If this "lobby" can ever attain its full potential, we may even become the first nation to move history through intelligence rather than force.

TOBY FULWILER,  
University of Wisconsin,  
Madison, Wis.



"And now to describe to you in terms of the  
harshes reality what you'll be up against."

# SHOULD THE ARTIST COME TO THE CAMPUS?

By JAMES A. PERKINS, *President,  
Cornell University.*

**J**OHN QUINCY ADAMS was prophetic when he said we must learn the arts of war and independence so that our children can learn engineering and architecture so that their grandchildren may learn fine arts and painting. The arts involve more than a leisure-time activity. We are interested in the arts because we have come to realize that they not only enrich but illuminate our lives. Without them we are doomed to the monotonous rationality of a computer. With them, we can hope that creative imagination will continue to suggest new insights and new ventures for mankind. If John Gardner is correct in suggesting that continuous renewal is the price of survival, then the arts must surely be part of our strategy for survival.

Although the university has come to recognize art history and art criticism as both legitimate and necessary parts of the curriculum, the production of art and the performance of artistic work is not a fully accepted part of liberal education. It can be said that art as part of liberal education is still essentially a spectator sport. Yet only a practicing professional artist can bring real understanding of art into the liberal curriculum. Only he can feed the aspirations of the amateur for professional standards. Only he can deal with the student who contemplates a professional career. And only he can infuse a campus with a desire for beauty, whether in its buildings, its art collections, or its music and theatrical programs. He is the cutting edge for future growth in any university's commitment to the arts. Out of this need he has arrived on the campus to take his marriage vows with the scholar, and it is this marriage that is the heart of the matter. It is the success of this marriage that will determine the future vitality of the arts in the university.

This article is adapted from an address by President Perkins at the Cornell Centennial Program at Lincoln Center, New York City, earlier this year.

The arts were widely introduced into the university around the turn of the century as an accepted part of liberal education. That emphasis was on the historical rather than the creative aspect. Students were brought into the presence of the arts by methods and techniques long accepted by the scholarly tradition. But once the arts had come into the curriculum as a proper subject for study, neither teachers nor students were long content with this platonic relationship. As often happens when a glamorous visitor comes to call, another kind of interest emerged—an interest in the subject itself, in art as art.

**I**T would be hard to exaggerate the importance of this development. It opened the door wide to the professional artist—at least it created the need for a teacher who had real training in his discipline. Now this development—the acceptance of the professional artist on campus—led logically to the next: the arrival of the student who wished to work with the professional artist as part of his regular course of studies, as full preparation for a professional career. At the same time similar forces were at work in the extracurricular world. While the mandolin club of the Twenties was giving way to the orchestra, the senior theatrical farce was being replaced by the presentation of Greek tragedies, and the glee club was blossoming into the full-fledged chorus. The demands of extracurricular work in the arts supplemented the curricular demand for the professional artist as instructor, and together they provided the strongest possible internal motive for attracting the artist to the campus. Meanwhile, the artist was, if I may say so, not being over-employed or over-appreciated in the world outside the university.

So the fact of the matter is that both parties to this marriage of artist and scholar badly needed each other. This is, therefore, no springtime romance, but a relation based upon the more durable foundations of mutual dependence. Some artists, to be sure, may have been seduced by simple security and some

universities motivated merely by consideration of prestige. But it is imperative that we realize that deeper and more permanent factors were present on both sides of this marriage, promising an interest that will increase with time. The artist is probably a permanent feature of the university landscape.

If this is so, then we should recognize that the marriage does have problems. The parties do not always speak the same language. They frequently do not keep the same hours. The artist frequently feels that his new mate would rather play scholarly poker with his scholarly friends than work at the business of helping the artist become a part of his new community.

And the adjustment is all the more difficult because some in the university and artistic worlds are by no means convinced that this alliance may not be disastrous for both parties. Some observers believe that as universities are now organized, the creative artist, both student and teacher, should stick to his garret if he would survive. At the same time, others are viewing this invasion of the scholarly citadel as a kind of Trojan horse of anti-intellectualism. Is it any wonder that the appropriate integration of the artist into the university community will take some doing? But, I repeat, he is there to stay, so we had better get to the task of understanding the adjustments that will be required.

**L**ET us speak first of the artist and then of the scholar. First off, the university is not the place for all artists—maybe not even for a majority of them. It will surely be easier on those with verbal skills, with reasonably catholic tastes, and for those who find it possible to concentrate in the midst of many potential distractions. It will also be more attractive to those whose concentration on their own artistic output does not preclude an interest in the work of others.

If our university artist has these characteristics, the adjustment will surely be easier. But even so, problems will remain. He must learn to live with the