

intends to push his case on the basis that his original contract for the production had guaranteed him full artistic control over every aspect of his film. Since plans for *A Place in the Sun* had begun as early as 1945 (even though it was not released until 1951), Stevens feels that the arguments that toppled the *Anatomy* case would not apply.

The significance of both suits is that they involve not money but principle—a principle that, to date, only a handful of directors have been able to wrest from their studios. Full artistic control, they feel, must mean just that, regardless of

the medium in which their work is exhibited, or else it means nothing. Stevens was especially indignant when he learned that NBC had screened *A Place in the Sun* only once to determine where to place its commercials; he himself had spent over a year on the editing alone.

One hears a great deal today about artistic integrity. Mr. Stevens and Mr. Preminger deserve congratulations for actually displaying it. Their efforts, if successful, will contribute to the dignity of their profession—and will perhaps improve the quality of film shows on TV.

—ARTHUR KNIGHT.

A Letter from the Pygmies

By Theodore Weiss

Dear Whoever-You-Are-That-You-Are,

WHATEVER chance this has of reaching You, I write to try to bring You up to date.

I cannot, little as I join them in their skills at hunting, undertake Your tigers. Rarely do Your lofty auks invite me to the confabs of their aeries. Pastimes Leviathan delights in never has he offered to share with me; never has he proffered island back or cove-snug belly.

Still there is the cat Hoppy who, whatever our blandishments, those ruses mind and kindness fancy, as he cannot drop his creaturehood, claws flying in his pleasure, takes me some good distance into Your creation; dew starlit on his fur, the fields wherein Your wonders grow he smells of. And when, unblinkingly, he fixes me as though he were upon the scent

of rabbit, mouse, or other friend, I know the instantaneous delight of terror. So elation finds me in the chickadee that bobs, a dove not surer of its perch, upon our stormy window-bush, skullcap awry like any plucky Jew's, a Job in synagogue of ashes, cries; as Hoppy bats the pane, it never budges from our fat-packed rind.

In brief, though there's a scheme afoot to blow Your ark and all in it sky-high, to pitch a cloudy, climbing tower that will prove—as it converts the earth—one monument, one tomb, I know by feelings slinking, preening deep inside, as by the terror, awe, of gratitude and joy that mercilessly sprout in me, their booming root, the ark's still riding, riding high.

So from time to time, what time remains, I'll do my best to keep in touch with You.

Faithfully Yours, Theodore

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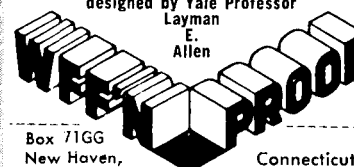
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Education Editor: PAUL WOODRING

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No Easy Solution

THE PROBLEM of de-facto segregation in the public schools of large northern cities is not being solved. It grows more acute each year because of decisions made, not by school officials, but by parents who remove their children from the city schools.

Under our system any parent who has the financial resources may choose the schools his children will attend, either by moving to a new school district or by selecting an independent or parochial school. Since the end of World War II, millions of affluent white families have moved to the suburbs. Meanwhile, millions of less affluent Negroes have moved from the South to the central cities of the North. Of the white families who have remained in the cities, many have chosen to send their children to nonpublic schools.

As a result of these decisions of individual parents, the public school population of Washington is more than 85 per cent Negro. In Baltimore, Detroit, St. Louis, Chicago, and Philadelphia fewer than half the children in the public schools are white. If all states were to pass laws similar to that of Massachusetts which attempts to achieve desegregation by requiring that each school have at least 50 per cent white children, many Northern cities could not operate their schools. There are not enough white children available to provide such a balance.

Though racial prejudice remains a blot on the face of the nation it is by no means the only reason for the migration to the suburbs or for the transfer of white children to nonpublic schools. Even if all such prejudice could be eradicated tomorrow social class differences would remain and would continue to offer barriers to educational equality. It is because of these differences that many white parents who fight valiantly for civil rights and equal treatment for all races have nevertheless taken their children out of the public schools of Washington and other large cities. They insist that race is not the issue—that they have no objection whatever to having their children associate with Negro children from home backgrounds similar to their own. They point out that educated, upper-middle-class Negro parents are as eager as white parents of similar background to move to the suburbs or to send their children to private schools. But they know that a school is a social as well as an educational institution—that while in school children learn a way of life as well as the academic subjects. Parents who are able to provide a good home life for their children are understandably reluctant to expose small children to a way of life that differs drastically from their own—one that they consider not only inferior but potentially harmful. They are convinced that an urban public school in which half or more of the children are recent arrivals from the rural South does not provide either a safe social environment or a stimulating intellectual life for their children.

Such parents face a moral dilemma. They agree that the public schools must be desegregated while sending their own children to suburban or independent schools that practice de-facto segregation, social and economic as well as racial—the occasional scholarship students from other

EDITORIAL 67

LETTERS TO THE EDITOR 68

EDUCATION AS SOCIAL INVENTION By Jerome S. Bruner 70

COLLEGES GRADUATE VISUAL ILLITERATES By A. D. Trottenberg 73

CALL ME BY MY RIGHTFUL NUMBER By Ellen Payne Paullin 76

REACHING THE CULTURALLY DEPRIVED By Terry Borton 77

PERSONAL OPINION: AND GLADLY STRIKE? By James S. LeSure 79

THE EDITOR'S BOOKSHELF 80

BOOK REVIEW "College Programs for High School Students, Summer 1966," reviewed by James Cass 81

WHY STUDY ABROAD PAYS OFF By Richard T. Stavig 82

TRAVEL WITH A PURPOSE 92

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