

After the Shouting— Here are 34 voices of reason on **THE CHALLENGE OF SCIENCE EDUCATION**

*A systematic survey and
evaluation of the
conflicting opinions on
science education*

Edited by **JOSEPH S. ROUCEK**
and **HOWARD B. JACOBSON**

SPUTNIK I's carrier rocket launched not only the first earth satellite, but a swarm of books, articles, and speeches criticizing American educational practices in the field of science. Here is a balanced, cool-headed symposium on the subject by a distinguished group of experts, including Presidential Consultant James R. Killian, Jr. and Nobel Prize-winner Werner Heisenberg. Each chapter represents a thoughtful evaluation of a particular aspect of science education and its auxiliary aspects; together they form the most thorough and objective study yet to be published. \$10.00

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was often more dynamic than is usually supposed. This is particularly evident from Keynes' approval of my "Future of Keynesian economics" article [*Am. Econ. Rev.* (June 1945)], which Klein does not seem to have read. I feel sure that were Keynes alive today he would be the first to repudiate much of what is now written in his name. On the other hand, Keynes undoubtedly did write, also, a great deal of nonsense. But to be scientists we have to distinguish between the model and the man.

The rest of Klein's letter contains an extraordinary collection of errors concerning the history of economic thought. Adam Smith had a rudimentary business-cycle theory. It is almost unbelievable to me that anyone could say that "all economics had been static" before Keynes' time. What about Sir Dennis Robertson, whom Keynes called his "father," or Irving Fisher, or Aftalion, or Wicksell?

Nearly every modern authority now admits that a sufficient wage cut would give full employment. Keynes, indeed, with typical inconsistency, said so himself.

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Who Should Teach English?

With most of the suggestions of T. R. Henn["Literature in a technological age," *Science* 128, 1325 (1958)] I am in hearty agreement. But when Henn writes that "the teaching of English . . . should be done wherever possible by the science teachers themselves," I begin to disagree, unless he is willing to place special emphasis upon the qualification "wherever possible." How many and where are the science teachers in colleges and universities who can either meet or teach the writing standards Henn sets up for scientists?

Persons untrained in the teaching of English, rhetoric, or writing (call it what you will) are apt to insist upon their personal, and sometimes silly, preferences. Often these preferences are based upon imperfect understanding of such writing fundamentals as they picked up, somewhat against their will, as they dashed or slumbered through English classes. Only a few days ago I heard of a university teacher of entomology who was insisting to his graduate students that they should not use nouns as adjectives. I don't know what the gentleman says when he wants to discuss house flies or horse flies.

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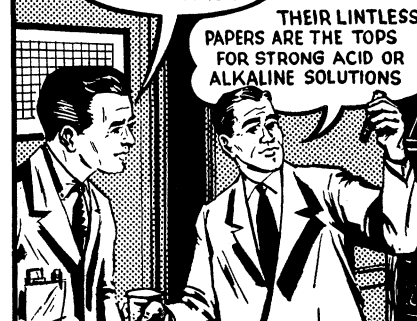
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