

already learned. "A paradox of [the revolution in the high schools] is that among the initiators have been college professors whose institutions have changed relatively little in response to the dramatic alterations these professors have sparked in the schools," Howe said. He added that the colleges which have made adjustments by redesigning their programs and by validating work done elsewhere by students, have been those which already had the highest standards, the greatest flexibility, and the largest percentages of very able students.

In the 17 February 1962 *Review*, Howe, who was then superintendent at Scarsdale, criticized the American Association of School Administrators (AASA) for demanding that all new members have two years of graduate study, a requirement which he predicted many states would be quick to write into their own regulations. Howe said that, "like motherhood, graduate study is a good thing," but observed that the most imaginative and successful teachers and school administrators find little stimulation in many required graduate education courses.

He said that while the administrators were still adding up semester hours as the measure of quality in themselves, forward-looking principals and superintendents were attacking the "stultifying effects of that secondary school cousin of the semester hour, the Carnegie Unit."

"If he made such a statement now it would be met with disbelief," commented a man prominent in school administration circles. Criticism coming from the superintendent at Scarsdale may be ignored or tolerated, but coming from the Commissioner of Education it could cause some school administrators to rise up in anger.

Howe's appointment has been well enough received, however, by AASA and other groups such as the National Education Association (NEA). His credentials appear to be deemed adequate, and it is often observed that he has shown a commendable interest in the central issues facing education. Some persons do note that Howe is taking over a \$3-billion-a-year federal agency without any experience at administering a big city school system or other large enterprise. Moreover, some former colleagues feel that in his previous jobs Howe has shown more talent as an innovator and idea man than as an administrator. "He is not a man to

be tied down to a desk," one of them said. But, on the whole, the comment about Howe has been favorable.

A colleague who remembers Howe with unreserved admiration is Richard D. Batchelder, now president of the NEA. Batchelder, a housemaster for one of the six "houses" at Newton High School, was promoted to his present position while Howe was principal of Newton from 1958 to 1960. He says that Howe has a flair for drawing from others their best ideas and synthesizing them to form an excellent plan.

Newton High School has been heavily engaged in activities with Harvard's Graduate School of Education, and is widely known as an institution on the leading edge of educational change. Howe headed the faculty committee whose work led to the adoption of the house plan, which is essentially a scheme to retain the advantages of a large high school (Newton has 2800 students) without sacrificing an intimate association among students, counselors, and school administrators. Each of Newton High's six houses has its own master and program of student services and activities.

Newton, a Boston suburb with a population of 92,000, is on the whole, a wealthy community and spends generously on education. But Newton High draws some students from working-class and Negro neighborhoods as well as from middle-class neighborhoods. However, as superintendent of Scarsdale school district, a high-income suburb of 17,000 inhabitants 20 miles north of New York City, Howe had almost exclusively children from well-to-do homes. One resident of the district was John Gardner, who was then president of the Carnegie Corporation.

During his 4 years in Scarsdale (1960-64), Howe introduced the "new math" and new techniques of reading to the elementary schools on a pilot basis. He initiated a number of other projects, with one of the most important being the planning of a new wing for the district's high school. The wing, which opens soon, contains seminar rooms, seven science laboratories, a library which eventually will have 40,000 volumes, and other facilities to encourage students to do more independent study and learning.

At Newton and Scarsdale, Howe was making his contribution to a tradition of progress and experimentation established by his predecessors. As the first director of the Learning Institute of

North Carolina (LINC), however, Howe has been trying to sow new ideas and new methods in an area whose schools too often have been underfinanced and dominated by conservative and parochial attitudes.

Generously supported from such sources as the U.S. Office of Education, the Carnegie Corporation, and the State of North Carolina, LINC has launched several experimental programs, the largest of which is the North Carolina Advancement School. This is a racially integrated boarding school to provide 11-week sessions of remedial work and counseling for pupils who have failed to perform up to their ability and are potential drop-outs. LINC also initiated a summer institute on desegregation problems for integrated groups of white and Negro teachers. These and other LINC activities, such as its part in a research project to prepare disadvantaged children for school, are too new to be pronounced a success, though they appear promising.

Like Keppel before him, Howe is likely to cause nervousness among the more conservative people in state and local school administration, in the teachers colleges, and in the professional education groups in Washington.

A spokesman for one of the professional groups observed that Howe "fits in nicely with the power structure." He was referring to such ties as those Howe has to Harvard, where, as principal of Newton, he collaborated with Keppel, who at the time was dean of the Graduate School of Education; to Yale, of which he is an alumnus and trustee (Howe has a master's degree, from Columbia, but not a Ph.D.); and to the Carnegie Corporation. In truth, with Howe, Keppel, and Gardner holding the key jobs, the federal education apparatus is coming increasingly under the influence of a triumvirate of well-connected movers and shakers.

—LUTHER J. CARTER

*Erratum:* In Table 1 of the report "The earliest Primates" by L. Van Valen and R. E. Sloan (5 Nov., p. 743) the section beginning on line 3 under the subheading Insectivora should have been printed as follows:

—Mixodectidae, n. gen. and sp., cf. <i>Elpidophorus</i>	2	3
—Microsyopidae or Mixodectidae, n. gen. and sp.	2	5
Palaeoryctidae, n. gen. and sp., cf. <i>Palaeoryctes</i> (13)	1	3
—cf. <i>Gelastops</i> n. sp.	1	2
about three other species		

*Erratum:* In the report "Differential classical conditioning: verbalization of stimulus contingencies" by M. J. Fuhrer and P. E. Baer (10 Dec., p. 1479), "microohms" on page 1479, column 3, line 5, should have read "micromhos." On page 1480, column 1, the sixth line of the second paragraph should have read "during the interval 1 to 5 seconds after. . ."