

and writing "to the appropriate congressman" to express our feelings when few if any of us really know the existing situation or have practical ideas about how to alleviate it.

Mayer's attack on Congress's action regarding NSF funds for 1976 is based on the position that a conflict exists "between those desiring to maintain the status quo and those who believe change is necessary to face the future effectively." I have seen no action on the part of NSF, professional educators, or any large group that makes the present implementation procedures practiced by such agencies as NSF accountable to the education community. It is not easy for the taxpayer to perceive why the burden for the decline in knowledge is not directly attributable to the education system. We as educators need to put forth our arguments with reason rather than as emotional and partisan factors if we are to effectuate change. And unless we are willing to be accountable, to disclose our weaknesses as well as our strengths, we are going to continue to be at the mercy of those policy-making individuals who do not have to look for the substantiation of a program.

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William V. Mayer comments:

Elmer R. SeEVERS concentrates on need in his letter which, in turn, makes his needs known. Such expressed needs can then be subject to needs assessment and appropriate steps taken to meet them. Because American education is a diverse enterprise, its needs are varied and no one curriculum or program can satisfy them all. Needs have been expressed by inner city schools, minorities, womens' groups, colleges, school boards, parents, and others. The critical issue is that unless needs are delineated no effort is taken to meet them. The thrust of my October article was to have those interested make their needs known to their appropriate representatives concerning the values of past NSF-sponsored summer and academic year institutes and implementation and dissemination activities. If they are not perceived as needed, they will not be continued. Just as SeEVERS has expressed his perceived needs, so should those teachers who feel that updating in current content and modern methodology increases their effectiveness make their needs known to the congressional members who have eliminated this segment of the NSF program. The articulation of a need is the first step in meeting it. I urge those interested to follow SeEVERS's example in expressing their needs in the appropriate forum.

Forgetfulness

Blessed are the forgetful; for they get the better even of their blunders.—*Friedrich Wilhelm Nietzsche*

Exchange Teacher . . . from p. 93

underclothes was dictated (dark blue). They managed to adjust and did well.

New habits for all of us formed easily, out of necessity. There were no large paper bags for groceries; so we had to remember to take our cloth shopping bags to the store. In the furnished duplex we rented, doors closed off unheated rooms, and a simple timing device turned on central heating at selected times. We got used to smaller cars that get 40 miles per gallon. At first many things seemed small. Eventually, the waste of energy in the United States seemed gross.

We bought a camper (a small converted van) and did quite a bit of traveling in Britain and Europe. We went on sightseeing outings with the Manchester exchange-teachers club. We had dinner with various colleagues and friends (who, in their zeal to provide for the American tastes they had heard of, sometimes had their houses blazing hot and sometimes pressed glasses of ice water upon us as soon as we arrived). My colleagues in the science department at West Wythen-shawe College are among my very best friends.

All in all it was a wonderful year. I hope that anyone interested in an exchange will contact HEW.

Scientists Find Monkeys Have Brains that Function Asymmetrically

A Stanford University scientist recently reported that monkeys possess a type of brain which had earlier been associated primarily with man's specific intellectual capacities. The discovery by Henry H. Dewson helps to bridge a gap in our knowledge of the stages of evolution in the human brain.

In the human, there is a lack of symmetry of brain organization, with each half of the brain specialized to handle different activities. The left half deals particularly with those activities which contribute to the understanding and use of spoken language. Dewson said that, like humans, monkeys have been found to have similar asymmetries of brain function.

Seeking to determine why man's brain functions asymmetrically, Dewson and his associates turned to other animals. Under NSF grants, the researchers trained more than a dozen macaque monkeys to recognize various sounds and to match these sounds with certain colors. The task demands not only listening and looking but a form of recall memory as well. Dewson believes that the trained monkeys can be used as an animal model for studies of such maladies as strokes, which lead in humans to aphasia or loss of the capacity for understanding or expressing thoughts conveyed by language.