



# Newsweek

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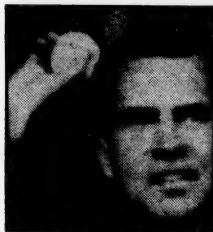
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## Top of the Week



Nixon

The Sporting Veep  
(NATIONAL AFFAIRS)



Herblock

The Bitter Pen  
(PRESS)



Sax Man

The New Jazz  
(MUSIC)

✓ **Convict Caryl Chessman: Sex Criminal, Persecution Symbol—and Now International Storm Center.** Has the U.S. turned legal justice into a tool of foreign policy? Did it, as one critic says, "make the punishment fit the times"? Page 21.

✓✓✓ **Salesman Ike, Salesman K Hit the Road.**

A Special Section on the two extraordinary men, their "campaign" tours, and just what's at stake. Where Ike will go, and the unusual personalities he'll meet. How much Communism now in Latin America. And an on-scene report on the big hit K's making in rich, teeming Indonesia. Why they love him, what he's after. Also, a chart showing which side does most for the underdeveloped countries. Pages 27-40.

✓ **Is This a Poem That I See Before Me?** Associate Editor Fillmore Calhoun insists so. His heterometric description of alarums (fire alarms, that is) in a Scottish castle, page 48.

✓✓ **A New Strong Vote for Prosperity.** What people now plan to buy—NEWSWEEK's latest Consumer Survey gives the figures, page 75.

✓✓ **The Tiny Titans That Are Changing Industry.** A walnut-size air conditioner, a pinhead light bulb, a radio the size of a domino. Dreams? Not at all. SPOTLIGHT ON BUSINESS inspects the fantastic new world of the infinitesimal. Page 83.

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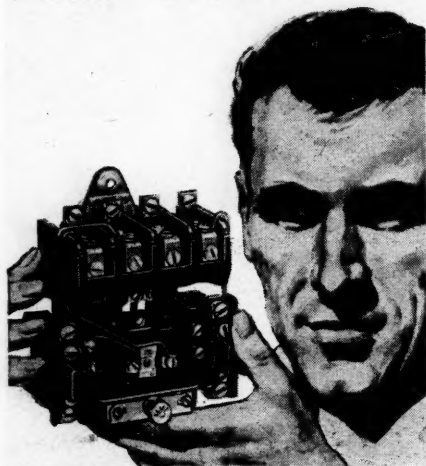
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**THE COVER:** The Latin American gaucho astride his horse and the four-armed god from the Indian legends of the Ramayana symbolize the two worlds that the top U.S. and Soviet leaders are visiting this week. For a Special Section on the travels of President Eisenhower and Premier Khrushchev, see pages 27-40.





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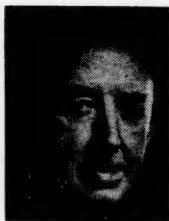
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## Unnecessary School Aid

by Raymond Moley

CONGRESS began its big bite into the 1961 surplus when the Senate passed a \$1.8 billion, two-year bill for school construction and teachers' salaries. The House will omit teachers' salaries and probably pass a smaller school-construction bill. The President's modest request is for help to needy districts to service their school bonds.

Not one of the 51 senators who voted in such haste could have believed that their pass-the-buck bill could become law. And I doubt that any of them could have believed the rumble-jumble of figures with which they embellished their arguments.

Calamitous reports of our decaying schools moved President Truman to order a "school facilities survey" in 1951. This booby trap he left with his successor. The report was replete with exaggeration, wild guesses, and downright inventions. It was based upon a questionnaire to state school authorities which invited them to answer their wants, not needs, figures etched by itching fingers.

Imagine President Eisenhower's embarrassment when he was induced to say in a message in 1955 that there was need for 300,000 classrooms and two months later his Secretary of Health, Education, and Welfare admitted that there had been an enormous exaggeration in his figures!

### FREEMAN UPHELD

Then the U.S. Office of Education started its own annual estimate of classroom shortages. These were: For 1956, 159,000; for 1957, 142,300; for 1958, 141,900; for 1959, 132,400. Since every state official has his own way of estimating a shortage, such figures reflect only a state of mind. They show, however, a declining "shortage" estimate.

Without Federal aid, states and districts have executed abundant building programs. The classrooms "in use"—a more reliable figure than "needs" reported by the Truman survey—seven years ago numbered 983,000. The 1959 survey of the Office of Education indicated 1,279,000, an increase of 30 per cent. The pupil enrollment meanwhile increased only 20 per cent.

A representative of the Office of

Education estimated last December that 610,000 classrooms were needed to be built between 1960 and 1970. That estimate of 61,000 classrooms a year is almost exactly what Roger Freeman estimated in his 1958 book, "School Needs in the Decade Ahead," which brought upon his head screams of dissent from the NEA and other Federal-aid exponents.

But over the past five years the states and districts have been building 66,740 classrooms annually. Thus there can be no justification at all for saying that states and districts cannot close whatever gap there may be. For school districts can and will continue to build, if Federal aid is not introduced. That aid would be a most effective tranquilizer. This effect of Federal aid has been shown in many other fields.

### FEWER CHILDREN

According to an admission exacted from Secretary Flemming, education officials who answered telegraphic inquiries identified only 270 out of 35,000 school districts which have exhausted their legal bonding capacity. This handful of districts are "borrowed up" and cannot get help from the states. It is a primary responsibility of the states to see that they are helped. The proposal of the President is to help servicing of bonded indebtedness in cases of need.

Another very important fact should be considered. The crest of the wave of new school enrollment is behind us, since the war babies are now leaving school. The Bureau of the Census says that the average annual increase in school-age population (5-17 years) from 1955 to 1960 was 1,494,000, but will drop to 1,145,000 in the coming five years. And from 1965 to 1970 the number of new enrollments will shrink to 644,000.

The schools are not being starved under the states and districts. Over the past twenty years, enrollments grew 43 per cent; school expenditures, 563 per cent (from \$2.3 billion to \$15.5 billion).

To be sure, many improvements are needed in educational standards and efficiency in using the plants we have and are building. Financial neglect is not the heart of the problem.