

ABOUT SUMMER SCHOOL

The conclusion one may make after reading Ralph Hoepfner's article on summer school—"How Important is Summer School?" [October 1980]—is no conclusion at all. Maybe the image of summer school needs the tarnish rubbed off by the leadership. I am not very comfortable with the title. It brings to mind what some educators say about having school after Christmas vacation. At what time of the year do students learn the best? If we determine this, should we arrange our schedules to fit?

School during the summer can be as beneficial as any other time. The teacher controls that. I am for making summer school advantageous to all who wish to participate (no bells, no interruptions, and so on).

—EDWARD L. SHULTZ
Local Superintendent
Northwestern Local Schools
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SECRETARY OF EDUCATION

In general I am very pleased with ASCD. The one exception is ASCD's opposition to the selection of Shirley Hufstедler as Secretary of Education.

I find it interesting that ASCD chose to denounce the appointment of Judge Hufstедler in its newsletter while *Educational Technology* magazine chose to publish a special issue full of advice on ways in which Hufstедler and the new Department might make a difference. Perhaps both organizations made the right choice, but if you were Hufstедler, where would you look for help?

—JERRY COLOSIMO
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Waxahachie, Texas

COMMENDATION FOR CITIZENSHIP

I want to commend you and your staff on the comprehensive and top quality coverage of Citizenship Education in the October issue. All those involved in social studies curriculum development would benefit by a thoughtful reading of this issue.

—JAMES L. MILLER
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Towson, Maryland

A FRIENDLY DISCUSSION

Thomas Sobol's concern about remaining on friendly terms with Lawrence Kohlberg [October 1980] as he sets forth his management-oriented questions about the role of moral education in the public schools may be allayed somewhat by recollecting for how long and by whom similar questions have been asked.

In *Politics* (Book VIII) Sophocles framed the discussion which has been going on among friends for the intervening 2300 years:

"As things are . . . mankind are by no means agreed about the things to be taught, whether we look to virtue or the best life. Neither is it clear whether education is more concerned with intellectual or moral virtue. The existing practice is perplexing: no one knowing on what principle we should proceed—should the useful in life, or should virtue, or should the higher knowledge be the aim of our training. . . ."

—MARY LOU MEESE
Staff Assistant to the
Superintendent for
Personnel and Administration
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Mount Kisco, New York

HAMBURGER ECONOMICS

Mark Schug's stress on local curriculum goals as an important criterion for economics programs [October 1980] needs to be modified to include the type of student to be taught. Students bound for college need a different economic emphasis than business students or vocational-technical students. Most students today have a fundamental understanding of the principles of American economics but they have not taken the time to study it in depth or define its terms. For example, if a student is asked to explain the concept of diminishing utility, few non-college-bound students will be able to use the term correctly. However, most will understand that the fifth Big Mac they eat after the Friday basketball game just doesn't taste as good as the first because they're not as hungry. The concept can and should be taught to all students, but from different perspectives and with substantially different goals in mind.

—RONALD B. SURMACZ
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Editor's note: Readers' comments on our articles are welcome. Address letters to Editor, *Educational Leadership*, 225 No. Washington St., Alexandria, Virginia 22314. Letters accepted for publication may be edited for brevity and clarity.

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