



Frederic P. Wiedersum Associates

**SCHOOL HOUSE, 2000 A.D.**—An architect's concept shows the "School of Tomorrow" predicted for the year 2000. A scale model of the structure, nine feet high and 15 feet in diameter, will be the focal point of the Hall of Education at the 1964-65 New York World's Fair.

## EDUCATION

## Careers Decided Early

Most boys who decide on a scientific career are superior in aptitude and scholastic ability, making their decisions to continue science in college at junior high school level.

► **WHETHER A BOY** becomes a scientist or not is often decided when he is in the sixth, seventh or eighth grade.

At this time, the boy's interest in science is high, and seen and unseen factors of his family and school are influencing his decision as to whether he will continue his science in college or not.

Ability alone does not account for the boy's becoming a scientist, believes Dr. William W. Cooley of Harvard University.

The sociological and economic backgrounds of the mother and father influence the child in many ways.

The old adage, "Like father, like son," does not help in this situation however, Dr. Cooley said. There is actually little relationship between what the father does or is like and what his son does.

But factors that do influence a child at home include such things as the parents' education, the father's occupation, the aspirations and expectations both parents hold for the child, and the general cultural level of the home.

This "cultural level" does not depend on the parents education. It implies rather the general intelligence and motivation around the home.

At a time when the boy is in junior high, Dr. Cooley said, these factors work on his decision to enter college or not. Later, in senior high school, economic and social

decisions have been made and his course is more or less set.

Dr. Cooley has just completed a five-year study of the personal, family and social factors that seem to influence a boy as he moves from grade school to college or drops out of school.

In the study, 700 boys were chosen from different grade and college levels and followed for five years.

In the fifth grade, Dr. Cooley found, the boys who plan to go to college and study science or engineering make up 32% of the class.

During the next two years this figure rises to 43%, as high as it will get. In the senior high school years, a few boys move into the science area, but many more decide on careers other than science or engineering.

Potential scientists in high school and college score high in thoughtfulness and restraint, Dr. Cooley found. They appear less carefree and more reflective than other boys their age who are interested in things other than science.

Dr. Cooley also noted that those boys who followed through in studying science in college were far superior in their aptitude and general scholastic ability than those who were studying other subjects or than those who did not go to college.

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## Findings Confirm Studies

► **THE HARVARD FINDINGS** on the early decisions by students to enter scientific careers confirm studies that have been made over the past decade by SCIENCE SERVICE on the basis of those who have been winners in the National Science Fair-International.

SCIENCE SERVICE studies show that 12 is the age at which most young scientists develop their interest in science, although many get their starts as early as age 8. Better than 10% are even more precocious, developing science participation at kindergarten age.

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## EDUCATION

## School of Tomorrow Will Never Overflow

► **THE SCHOOL HOUSE** envisioned for the year 2000 will have a computer at its heart and be able to expand and change without interrupting the curriculum.

A nine-foot-high scale model of this school will be the focal point of the Hall of Education at the 1964-65 New York World's Fair.

The building simultaneously would handle students from kindergarten through college and adult education.

A base about 800 feet in diameter would contain facilities for theatricals, concerts and other recreations. The building would have cantilevered floors suspended from three towers rising 500 feet above the base.

New floors could be added between the floors wherever a department expanded. Interconnecting passageways between the towers would horizontally connect related studies.

A slim fourth tower would rise among the other three. It would extend from the nerve center of the complex, a large computer which would store all the information in every conceivable sphere of audio and visual knowledge. This center would function as a library.

One tower would carry vocational training; one, the physical and social sciences; and one, communications, literature, philosophy and art. Departments on each level would interconnect with related departments placed on the same level in other towers.

Balconies and terraces would provide places to rest and enjoy the view. A restaurant would overlook the landscape planting on the top of the base unit. Administrative units would be electronically connected with the rest of the complex.

Adult education and recreation would be an integral part of this system which would service a population of about 250,000, and would be busy 24 hours a day throughout the year.

The educational and architectural concepts for the School of Tomorrow evolved during a series of seminars held in the Valley Stream, N. Y., offices of Frederic P. Wiedersum Associates, architects-engineers of New York City and Trenton, N. J.

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