Querido Sr. Ferrater,

Siento mucho que no pudiera asistir a la cena con Señora Sarofin, pero tenía un montón de cosas que empaquetar antes de irme a California. Aunque me dijo que fue una cena muy divertida, pero ya había suspendido esa.

Le mando este "clipping" del periódico para convencerle que no importa tanto que las estudiantes no discutan en su clase. En mi opinión, hablar en la clase no indica necesariamente interés en el curso ni tampoco conocimiento del subyeto. Por ejemplo, como le dije una vez, una estudiante puede hablar porque quiere ganar el favor del profesor para sacar buenas notas. Seguramente no tengo toda razón, pero claro es que las estudiantes que demuestran la mayor conocimiento e interés por medio de sus papeles y exámenes, no son siempre las que hablan en la clase. Así, usted no debe preocuparse más con la idea de que a las muchachas de su clase de 101 no les interese el curso, a base de su participación. Aconsejo varias muchachas de la clase del semestre pasado que les fascinó el curso, y sobre todo, su presentación. Encontraron muy graciosas su manera de decir mucho mientras parece que no dice nada. Es mucho más mejor que algunos profesores que hacen lo contrario. (Parecer decir mucho pero no decir nada.)

Espero que su viaje a Europa sea lo más agradable. Muchos saludos a señora de Ferrater y a Jaime.

Sinceramente,

Lila Foster
The Quiet Ones Win Out at UC

By JACK SHEEHAN

A unique University of California experiment in group behavior may hold some lessons for the Nation on the values of different kinds of leadership—and on the fact that ability to “speak out” is not the only quality needed in a good leader.

Setting of the experiment was a graduate course in the UC School of Public Health in which “quiet” students were pitted against and surpassed “vocal” students.

The result was startling to both groups, Dr. Andie Knutson, lecturer in public health and director of the school's Behavioral Science Project, said yesterday.

Doctor Knutson emphasizes the tests make a good case for finding new ways to draw out latent talents of quiet students. Also, it shows up the inadequacy of non-examination courses in which students are graded only on class participation.

During the first few weeks of the course which started last spring, the students were ranked according to the number of times they participated in class discussions.

Each of the classified groups was assigned a similar task—to test and evaluate a pamphlet on public health and to come up with recommendations on ways it could be improved.

As each group met separately to begin its task, observers said striking differences became immediately apparent. Among them were:

Those in the “very quiet” group were astounded to find themselves without a vocal leader. Not a voice was heard for the first 15 minutes. And when one of the group finally made a remark he was immediately viewed as the leader by the others. But he was reluctant to accept the role.

With the “very vocal” group things were different. Doctor Knutson said. In its case there was immediate and vigorous competition for the group's leadership. Competition was so keen, said Doctor Knutson's report, that the group scarcely bothered to read the entire pamphlet before it was submitted for judging.

Conversely, “quiet” group members were negative in their answers. Among other things they said they would have preferred to be in another group and were critical of their own efforts.

The pamphlet studies of all four groups were judged by expert consultants from the California Department of Public Health in Berkeley. Their findings:

The work of the two “quiet” groups was unanimously ranked first.

To Doctor Knutson it appeared the “vocal” students had been unable to work well as a team and, in the case of the “very vocal” group, it was found that not a single member of the group had read the entire pamphlet before it was submitted for judging.

Doctor Knutson sums up the study this way: “The fast-speaking members of the vocal groups needed a leader who could hold them back until sound decisions were reached, help them to evaluate progress and make necessary changes in plans, coordinate ideas and see that an integrated product resulted.”

Doctor Knutson made one final observation: “During the remainder of the course it was noticed that several members of the quiet groups assumed active leadership roles and that, for a while at least, the somewhat crestfallen “vocal” students were less active verbal participants in class discussions.”

Still Waters DO Run Deep