

IDEAS ON FILM

Eyewitnessing the World of the 16 mm. Motion Picture



EDITOR'S NOTE: *The welfare of its children is surely one of the greatest problems any nation can concern itself with. In the family, in the school, and in the community children develop as we allow and help them to develop. Of the many films on child care and education that, for lack of space, have not yet been reviewed in these columns the following were selected as having special value in promoting deeper understanding between the young and their elders.*

KNOW YOUR BABY. *Produced by Crawley Films and distributed by the National Film Board of Canada, 1270 Avenue of the Americas, New York 20, N. Y. (10 min., color or black-and-white.)* This film touches upon some of the important factors in the care of the new infant. Feeding, bathing, clothing, and loving all help determine the child's future physical and emotional well-being, and the film gives some practical examples to bear in mind. In addition, it dramatizes the relationship of the new baby to other members of the family, particularly to older siblings who are likely to become jealous and demanding. The film packs a great deal of information and experience into its single reel.

SMALL FRY. *Produced and distributed by the National Film Board of Canada, address above. (10 min.)* When parents are not able to look after the needs of their own children, whose responsibility is it? "Small Fry" points out the great inequalities of opportunity among children all over the world and shows the Canadian Government's provisions for family allowances, improved schools, medical care, and facilities for sports and recreation for children who otherwise would be deprived. In addition to well-organized information on the subject of the ever-present need for child-welfare programs of all kinds, the film includes some really delightful shots of young children, one of the most memorable of which shows a youngster on her way to her first day at school.

LIFE WITH JUNIOR. *Produced and distributed by the March of Time Forum, 369 Lexington Avenue, New York 17, N. Y. (18 min.)* Produced in cooperation with the Child Study Association,

this film shows a busy day in the life of a ten-year-old. Junior hates to get up just as much as he hates to go to bed. His addiction to the comics and the radio seems as much a part of his development as his love of candy. He finds new responsibilities in his work at school, as a cub member of the Boy Scouts. No one thinks of him as adorable any more. If he is lucky, his family and teachers are genuinely interested in him as a person and he feels the effects of their interest and guidance. But his need for a feeling of freedom is manifested in a variety of ways during his strenuous day, and it looks as if Junior is more or less on his own. "Life with Junior" is typically an American movie, for Junior himself is truly an American concept. The film is amusing but hasn't a great deal of warmth to it.

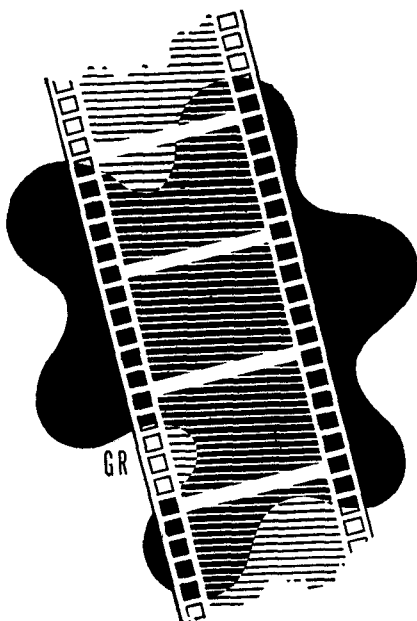
THE CHILDREN'S REPUBLIC. *Produced by Carroll Productions. Distributed by A. F. Films, 1600 Broadway, New York 19, N. Y. (24 min.)* This is by no means a typical story of what happened to French orphans after the war but it is as pleasant an exception to the rule as we might wish for. It is the story of Renée and François Desbois and their new home in a model school for young people, where life takes on new meaning and hope. Madeleine Carroll visited this French "republic" and was so interested in it that she produced this film. Narrating it and appearing in the final sequences, Miss Carroll adds her own quiet

charm and beauty to an already attractive film on the rehabilitation of underprivileged children.

THE FIGHT FOR BETTER SCHOOLS. *Produced by the March of Time. Available without charge from the National Citizens Commission for the Public Schools, 2 West 45th Street, New York 17, N. Y. (20 min.)* The development of our public-school systems on a community basis has resulted in many inequalities of opportunity in education. This film shows how the citizens of Arlington County, Virginia, worked to put through the necessary legislation to insure the kind of schools and educational facilities they wanted for their children. It also explains the program of the National Citizens' Commission for the Public Schools in helping communities throughout the country bring their schools to meet present standards and needs. "The Fight for Better Schools" is an important, although necessarily limited, visual introduction to the problems of reorganizing and revitalizing our public-school systems. Follow-up assistance for a real community fight for better schools is also available from the National Citizens Commission.

PAY ATTENTION. *Produced and distributed as above. (30 min.)* Sixth in the Vassar College Normal Personality Development Series, "Pay Attention" deals with the education of deafened children. It shows a variety of remedial techniques associated with pre-school, elementary and high-school children, taking into account special personality and emotional difficulties associated with deafness among children. Suitable for general audiences, as well as teachers, psychologists, and other specialists, the film is interesting throughout and pleasingly presented.

MEETING EMOTIONAL NEEDS IN CHILDHOOD. *Produced by the Department of Child Study, Vassar College. Distributed by the New York University Film Library, 26 Washington Place, New York 3, N. Y. (33 min.)* This film is one of the Vassar College Studies of Normal Personality Development Series. Our citizens are products of their childhood, the film states. If they are not interested in the welfare of others, if they are wasteful and have no sense of responsibility, it may be due



in part to their early lack of security. The film points in turn to the typical kinds of behavior in an elementary-grade class—the clown, the sassy kid, the day-dreamer. It investigates situations in the home which intensify “problem” behavior and shows how teachers and parents can help remedy them.

The child must feel free to come and safe to go, the film says, for confident people make competent people. “Meeting Emotional Needs in Childhood” leaves much to be desired in the organization and filmic presentation of its material, but it is an im-

portant film not yet equaled in the significance of its message.

SCHOOL IN CENTERVILLE. *Produced by the Southern Educational Film Production Service. Distributed by the Department of Rural Education, National Education Association, 1201 Sixteenth Street, N.W., Washington D. C. (20 min., color or black-and-white).* This is the most recent film on American education and certainly one of the best. Its subject is rural education geared to problems of learning to live in the community. We see classes in action at a model school in rural Vir-

ginia, where students are at work on projects which relate both to their need for knowledge and to the future roles they will take in the community they live in. The three R's aren't neglected but are integrated into meaningful work and study and activity. Everything about this film is good—what it shows and the way it shows it—and all parents, teachers, and school administrators should see it.

A BETTER TOMORROW. *Produced by the OWI Overseas. Distributed by Castle Division of United World Films, 1445 Park Avenue, New York, N. Y. (24 min.)* Alexander Hammid's film study of three progressive public schools in New York City, although it was made several years ago, has only recently been released in this country. A kind of companion piece to “School in Centreville,” it shows the vast potential educational resources of a large city. “A Better Tomorrow” was made to show people outside the United States the strong points of American education. It presents a challenge to Americans to pursue these goals more conscientiously and effectively. The photography and direction are excellent, as is usual in a Hammid production.

In addition to these films there are the McGraw-Hill Text-Film on teacher education [SRL Sept. 11, 1948], which continue to be widely used in teacher training. Set up to show teachers how to approach problem situations in the classroom, they deal with maintaining discipline, recognizing and helping the maladjusted student, planning lesson activities with the class, and the like. McGraw-Hill has also recently released two new film series of interest—one on marriage and one on child psychology. Both will be reviewed soon in SRL.

But the film which explores the real and total meaning of education in this country has yet to be made. There has always been a lot of confusion about the word “education.” No film has yet made an orderly attempt to dispel that confusion by showing that the family, the community, and the nation have the full responsibility for fostering and sponsoring the correct development of the young. Training young people to gain a useful and profitable livelihood, promoting in them a sense of satisfaction from achievements which really benefit themselves and their neighbors, giving them more understanding of themselves and of the values of the community they live in—these are the essentials of good education in a democratic society. And the film which dramatizes the full significance of free education has yet to be made.

—CECILE STARR.

Film Bookshelf: Especially for Teachers

SELECTED LIST OF HUMAN RELATIONS FILMS. *Published by the Film Division, American Jewish Committee, 386 Fourth Avenue, New York 16, N.Y. 32 pp. 15¢.*

Inter-group and inter-racial problems are the issues in the films described in this pamphlet.

INTERNATIONAL UNDERSTANDING: *A Selected List of 16mm. Films Dealing With the United Nations, its member states, and related subjects. Compiled by Maxine Harrison, with the assistance of Margareta Akermark, Irene F. Cypher, and Grace F. Ramsey. 64 pp. Copies available from the Commission on International Relations, National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C. 25¢.*

This catalogue includes brief and pertinent information on 438 films.

MAN AND HIS FOOD: *A Discussion Guide on 25 Films, with notes and questions. 54 pp. A UNESCO project, published in this country by the Educational Film Library Association, Suite 1000, 1600 Broadway, New York 19, N. Y. 75¢.*

This pamphlet provides thorough film descriptions and helpful suggestions for discussion. Some of the films included are not available in this country.

FILMS FOR SPANISH CLASSES. *Prepared by Cynthia Press. 44 pp., mimeographed. Copies available from Foreign Language Division, Stephens College, Columbia, Missouri. 50¢.*

Short study guides and informal comments are given on approximately 100 films, mainly dealing with Latin America; some with Spanish soundtrack, including a handful of feature films.

BIBLIOGRAPHY ON AUDIO-VISUAL INSTRUCTIONAL MATERIALS FOR TEACHERS IN THE ELEMENTARY GRADES. *Prepared by Constance Weinman. Bureau of Publications, Teachers College, Columbia University, New York 27, N.Y. 42 pp., mimeographed. 80¢.*

As the title indicates, this is a listing of articles and books dealing with a variety of non-book materials for primary school use.

EDUCATORS GUIDE TO FREE FILMS. *A new edition listing nearly two thousand sponsored films and their sources. Available from Educators Progress Service, Randolph, Wisconsin, at \$5 per copy.*

EDUCATIONAL FILM GUIDE. *H. W. Wilson Company, 950 University Avenue, New York 52, N. Y.)* A 163-page supplement to the 1949 annual volume and is far superior to any of the volumes that preceded it. Fred Krahn, who has edited the 1950 supplement, gets thanks from this department for the many improvements in content and arrangement, with the hope that next year's volume will be even better. The “EFGuide” is sold by subscription—in this case, \$4 for the annual 1949 volume, the 1950 supplement, and ten monthly supplements to come. Obviously a bargain! This and “Educational Film Guide,” the most complete film listings available to date, are indispensable for reference purposes, and should be in every school library.

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The Film Forum

GROWING UP AT SCHOOL

The Saturday Review's Guide to
Selected 16mm. Sound Films.

HUMAN BEGINNINGS

Produced by Eddie Albert Productions.
Distributed by Association Films, 35 West
45th Street, New York 19, N.Y. (22 min.,
color).

WHEN psychologist Lester Beck and film producer Eddie Albert came out a few years ago with a film called "Human Growth," a mild quake was felt throughout the educational world. Made for and about early adolescents in classroom study of the physiological and accompanying psychological development of the human being, the film received the greatest praise and, mainly from non-teachers, non-parents, and non-adolescents, the greatest criticism. In nearly every case it was not the film itself which was being judged, but the idea of the film. As a motion picture it was not out of the ordinary in any sense. The subject matter, brought to life by the film, was the center of the controversy. "Human Growth" showed real boys and girls watching an animated cartoon depicting the working of the reproductive system. After they had seen the cartoon, the "film within the film," they talked about it and asked questions. There is nothing in "Human Growth" which could not be found in any relevant textbook. But in a film, with young people asking questions as freely as they were able, it suddenly became "new."

Now the men who were responsible for the production of "Human Growth" have come up with something that is certainly an eye-opener. It is "Human Beginnings," a film designed to help six-year-olds express and clarify their ideas and feelings about how a baby grows. Based upon research among young children in the public schools of Eugene, Oregon, and filmed with pupils at the Walt Whitman School in New York City, the film first shows a class of boys and girls working out, through drawings and clay models, their ideas of how a baby grows inside its mother. Each child holds up his drawing and tells the others what it means to him.

The film indicates that all the children have a fairly sound basic idea about human growth, but each idea has been distorted according to how much the child feels he must hide and by how many disturbing emotions hinder his expressing what he knows. The difference, for example, ranges from a gentle and naive drawing which shows three lumps in a mother's "pocket" (when the owner of the drawing is challenged by another child that there are too many babies, he lisps, "But they're triplets!") to the very complex drawing of a decapitated mother who obviously never could and never did love her own child.

After all the drawings have been displayed and talked over, the teacher in the film calls on one of the boys to tell about his own new baby sister. As he talks the film shows his mother and father helping prepare him to understand about the new personality that is on its way to share their home and their lives. After the baby is born, he even has a chance to help select her name and he chooses "Marilyn." As in "Human Growth," the film ends with children asking questions.

The drawings and the children's comments about them are the real meat of the film, something quite new for the public to see and hear. And undoubtedly they will help other six-year-olds get started on a similar project. Yet, before the film is shown to youngsters, or even to parents and teachers, it should be remembered that the film is an experimental one, based upon experimental research findings. It points to ways in which what we are learning about six-year-olds can help us in helping them grow up, but much more preparation than just the film alone is needed before this can be achieved.

One note about using "Human Beginnings": it probably should not be shown to children above the age level for which it is intended. At eight or older, it seems that the child is not generally receptive and open on the subject of babies and motherhood. The film is not likely to be well received by older children. But for really small fry—of course, with properly planned and guided preparation and follow-up, and parental cooperation—and for parents and teachers themselves "Human Beginnings" should be a helpful and valuable experience.

Other films which might well be shown to young children before "Human Beginnings" are Encyclopaedia Britannica's "Animals Growing Up" and "The Growth of a Plant" (both available from EB Films, Wilmette, Illinois, ten minutes each). Alexander Hammid's "Private Life of a Cat" could also be screened and considered as part of the prologue; a silent version of the film may be rented from the New York University Film Library, 26 Washington Place, New York 3, New York.

This brings to mind one important film yet to be made. Someone with psychiatric experience should plan a film to show how adults react to a situation as open and honest as the one in which the children in "Human Beginnings" are shown. Only when adults can recognize conflicts and disguises of their own feelings can they realize how important it is that adjustments to real life be made as early and as naturally as possible.

—CECILE STARR.

For information about the purchase or rental of any films, please write to
Film Department, The Saturday Review, 25 West 45th St., New York 19, N. Y.

EDUCATION AND THE DEFENSE OF AMERICA

(Continued from page 10)

finally reach a point where the principal duties of citizenship for large numbers of people will be reduced to the payment of income taxes and voting in national elections.

We have failed, moreover, to develop an adequate concept and program of education for freedom. As a result of this last failure we Americans do not really understand our own way of life. We are indifferent and ineffective in its practice and we are, therefore, unable to present the message of freedom to the world in dramatic and compelling terms.

The relationship of democracy and education has been voiced and reiterated by practically every leader in our national history. Many people believe that if only every child could start school earlier, remain in school longer, and graduate into a society where he would have the benefits of our present types of adult education, all would be well with America and the world. It is becoming increasingly clear that this is a sad illusion. In the fifty years of the present century, for example, we have had many times as much education as in any previous century; yet, we have already killed several times as many people as were killed in any previous whole century. It would almost appear that the more education we have the more effective we are in killing each other. Be more specific if you like. In Germany (perhaps the most literate nation in human history) highly educated leaders methodically exterminated six and one-half million people in cold blood. In England and France the graduates of such institutions as Oxford and the Sorbonne muddled their way to Munich and the Second World War. Here in America the graduates of our finest institutions represent us in Congress in ways that often embarrass us greatly. The present writer no longer believes that just more education is the solution to our problem. More important than more education is the task of achieving a different kind of education. We must, in fact, conceive a new role and place for education.

Throughout most of our national history we have taken our freedom for granted. Because there seemed to be no immediate threat, we felt that we could afford to be slow in action and that we would have decades and even centuries in which to solve our problems. We may have felt we had time to carry on an education of a pedestrian character largely devoid of fervor and dedication to our way of life. So, too, we felt we could endure

apathy from most citizens in the community. We knew the processes of freedom faltered seriously, but we were sure we would muddle through. Now, however, time is no longer on our side. Allied against us are not only crafty enemies but widespread human want and suffering in great areas of the globe. We cannot hope to win through for freedom without a carefully developed strategy, a new dynamic education, and a resurgent community life organized around the moral and spiritual values that are the foundations of our freedom.

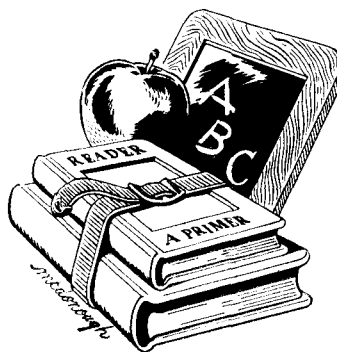
ONE need only read current newspapers and magazines to see that all is not well with American education at present, and that a more vital approach and program are imperative. Dotted across the country are pressure groups which complain loudly that education has gotten away from the fundamentals and that the only solution is to get back to the three R's. In many instances these groups engage their local school superintendents and boards of education in endless conflict over policies. Then again, many people believe that the urgencies of modern society are so great and the tempo of social change so fast that we can no longer depend upon education of children but must pin our faith on adult education. The concern of many of these lay individuals and organizations is commendable, but often their understanding of the facts affecting the problem is inadequate. In general these critics are right. There is something wrong with our present education, but lack of emphasis on the three R's is not the really important deficiency. Nor is the solution to the pressure group problem to be found in some processes for silencing the critical voices. Even the proposal for more adult education lacks the dynamic quality that is needed if American communities are to take on the vitality and effectiveness they now need, for adult education has somehow failed to kindle the imagination of the American people despite sincere efforts on the part of workers in the field.

From within the profession itself comes an even more varied array of proposals — new curricula, guidance techniques, new patterns of school organization, programs for public relations,

and the like. It is true that change and improvement are needed in all of these areas, but even if the fondest hopes of those who advocate the changes were to come true we would still not have the kind of education America and other free societies need in the present crisis. No mere tinkering with the school machinery will suffice. Education and the total vitalization of democratic processes must be united as a single endeavor. Schools, no matter how good and effective they may be, cannot meet the current challenge alone. What is needed is a dynamic and vital community which in its totality and in all of its functioning is an educational enterprise. Each community must take on conscious educational purposes; lay individuals and groups must join hands with professional educators in an all-out effort to express human freedom and democracy in action both in school and in every agency that has a contribution to make to education and the total life of the community.

A resurgent democracy vitalized at the community level through a mobilization of the total resources of the community for education and community development is the new dynamic we need in education. When it has been fully released the community as a whole will have become an educational enterprise and lay and professional individuals and groups will have been welded into working teams which through the same activities advance both education and community development.

The first step toward this goal is to take inventory of our tradition of freedom and human values and the principles underlying Communism and other totalitarian patterns. Where our ideological opponents have based their hope for human betterment on materialism, denial of God, and subservience of the individual to the state, Western democracy must take its position firmly in support of the worth and dignity of all men. In word and deed we must demonstrate our faith in all men regardless of creed, color, or economic status. We must express in action our respect for the worth and dignity of every individual human being. Locally, nationally, and internationally we must be faithful to the truth as we see it and active in the process of building a true human brotherhood. To us the state is made for the service of mankind. Man is thus more important than the state. There is, however, one



pitfall we must manage to avoid.

Democracy is not an abstract philosophical concept, not merely something to talk about. It is most of all something to be lived in one's daily life in association with other men and women. Democracy means action, not merely talk about problems or philosophical give and take. Therefore a democratic community is strong and effective when its citizens participate constantly and vitally in the processes of that community. It becomes weak and decadent when citizens fail to participate and leave community processes to elected officials. We know, too, that the fundamentals of education have to do with the practice of good citizenship, and that we shall achieve effective education only when children and adults learn to be good citizens by being good citizens now in school, home, and community. This would mean that all community policies should be developed as far as possible through discussion with wide participation on the part of the citizens of the community. The present educational problems that are tearing many communities apart would become important activities for community education if there were some channel through which interested citizens could participate in the determination of educational policies.

There are already beginnings in this direction. In the state of Virginia many small communities under the leadership of Jean and Jess Ogden have found ways whereby group efforts and wide participation have contributed to the solution of many problems and made individual communities better places in which to live. In Montana several communities, aided financially by the Rockefeller Foundation, studied their own community life, enlisted the cooperation of their citizens, educated themselves in the process, and achieved results of importance for the vitalization of democracy at the grass roots. In Connecticut nearly one hundred communities have taken steps to organize community councils for the study of educational and other community problems. In New York State the New York State Citizens Council has as-

sisted local communities in studies and community development programs. Through the Committee for Kentucky under the leadership of Harry Schacter that state has vitalized its community processes. Other examples could be given. While the results achieved in these instances are often striking and promising as to potential achievements, they also indicate the scope of the undertaking and the difficulties involved.

Many attitudes must change and new techniques of leadership must be acquired if community-wide programs of education are to be developed. Perhaps no one must change his thinking and practice as much as the professional educator himself. First of all, he must recognize that the schools are only a very small part of the total of our community educational resources. In fact, had we no more educational resources at present than schools, the position of democracy in our country and in our world would be nearly hopeless. It is precisely because of the richness of the resources available that we have reason to believe that democracy can win on the education and propaganda front. Accordingly we must effect a total mobilization of resources to include the press, the radio, the organizations of labor and industry, voluntary organizations of every kind, such as the League of Women Voters, parent-teacher associations, churches, chambers of commerce, service clubs, etc. We should stop thinking of the superintendent of schools as superintendent of schools alone. We should give him the title of Superintendent of Education. This does not mean that he would dominate the other agencies but rather that he would work with them constantly in an effort to effect the most complete and effective mobilization of the community's educational resources. Professional educators must become more humble, more willing to listen, more capable in energizing the educational activities of other groups, more skilful in group leadership, and more realistic in their appraisal of the current plight of free institutions in our world and the urgencies they present. New programs of preparation for educational leaders are a must if a true community program of education is to be a reality.

It may well be that community development as the new dynamic in education can come into being only as initiative is taken by citizens themselves. The growth of specialization in our society has carried with it difficult problems of communication between the specialists and the lay membership of society. There is no exception to this situation in education. Often the lay leadership of a

community has made a more accurate appraisal of the educational needs of a community than the professional leadership of that same community. Lay people are less inclined to think in terms of institutions and agencies and more inclined to face the real needs of the community and to approach the problem of meeting those needs on a community-wide basis without regard to vested interests. But lay leaders need training for their responsibilities. Perhaps this training could best be secured through cooperation between educational institutions and various communities seeking to carry on a community-wide program of education. Universities and colleges should provide short courses such as workshops in the field of community leadership where professional educators and lay people become teams in seeking solutions for community problems.

It is not enough, however, to develop the organization for total mobilization of resources for education in every community. This mobilization must be carried on with a full awareness and understanding of the power of freedom and a realistic understanding of the threat of Communism and other types of totalitarianism. Communism has appealed to the masses in Asia because it promised progress toward the decencies of life and soon after its arrival delivered part payment. But perhaps more important than the promises of Communist leaders is the zeal with which they spread their education and propaganda. Democracy and freedom must have equal zeal though different strategy and methodology. Though we often fail to sense it, we as the proponents of freedom have a far more attractive philosophy to further. Every community organization must understand this philosophy and make itself a living example of its meaning in method, in spirit, and in zeal.

As the bearers of the only really authentic revolution we are only playing our proper roles when we take a genuinely creative outlook on life. We

LITERARY I.Q. ANSWERS

1. Betty Smith. 2. Samuel Francis Smith. 3. Justin H. Smith. 4. Lillian Smith. 5. Alfred Emanuel Smith. 6. Walter Bedell Smith. 7. Alexander Smith. 8. Laura Rountree Smith. 9. Adam Smith. 10. H. Allen Smith. 11. Dodie Smith. 12. Thorne Smith. 13. M. Holland Smith. 14. Logan Pearsall Smith. 15. B. W. Smith. 16. Francis Hopkinson Smith. 17. Nicol Smith. 18. Winchell Smith. 19. Merriman Smith. 20. Capt. John Smith.

SOLUTION OF LAST WEEK'S DOUBLE-CROSTIC (No. 858)

*MAXWELL [E.] PERKINS:
TO THOMAS WOLFE
[June 3, 1930]

Don't ever think about the public or the critics. . . . You are a born writer if there ever was one. . . . I doubt if you will really think of any of the extrinsic matters when you are at work, but if you did, that might make it less good.

*From "Editor to Author—The Letters of Maxwell E. Perkins."

see every human being as a unique organism. This means each person has capacities not possessed by any other individual. To us the good society is therefore the free society for it alone releases these creative capacities. And the fact is we have released human creative talents to a greater extent than has ever been done before in human history. The productive power of American industry can still be increased through further and more complete release of creative talent and power. We can extend this creative power in the cultural and spiritual areas of life to a much greater extent than we have in the past. We can prove that a human brotherhood under freedom, under God, has more power to fire the imagination of the masses of people than any materialistic outlook which promises to feed men's bodies while putting their minds in chains and denying the existence of their souls.

Into our total educational program must come the practice and the proof of life in a democratic society. It is out of this society and its life that we get the materials of our education. It is in its life that both young and old learn and grow. We thus have all the ingredients for the needed "vitamin," the needed dynamic. We have only to blend them in a vital community life to secure their educational power. This done, we shall for the first time have energized our schools. Now they are often ineffective for they are isolated from the community like a dynamo without steam or water power. Conscious educational purposes on the part of the community expressed in action will energize the schools. Then, too, for the first time meaning and purpose can be given to our mass media for communication. These media will take on a new power when they have the message of a vital working freedom. All the resources of the community, lay and professional, together with our total technology must be harnessed to the task of the hour—that of creating the living proof of the dynamic and power in our way of life.

When democracy becomes resurgent, when it recaptures its original moral and spiritual fervor, when at home and abroad it practices what it preaches, when it makes of every community a vital functioning educational enterprise, education will have the new dynamic it needs. Then also democracy can and will win the battle of ideas. Then we can with practicality fight here and there around the globe for human freedom, for we will be fighting side by side with men and women who have freedom to win and who want to win it because they know it is a working reality.

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(Continued on page 50)

PERSONALS

(Continued from page 49)

GOING TO NYC? Live at one of NYC's truly great hotels. Live in luxury at budget prices . . . your choice of 7, 3-day all expense week-ends from \$9.39 per person, includes large twin-bedded room with private bath, breakfast in bed or in famed Palm Garden, also night club and other entertainment or sightseeing tours. Write for booklet AE, HOTEL VANDERBILT, Park Ave. at 34 St., NYC.

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PERSONALS

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MALE, EDUCATED, experienced, travelled, hopeful, has secure professional work but believes world is too much with us. Hobbies: driving and boating unbeaten paths, reading, music, photoplays, outdoors, realistic sorties from ivory tower. Characteristics: civilly anti-social, ruggedly anti-night club, occasionally pro-dive, half conventional half not, serious but no wet blanket, masculine but no flaunting, desires letter from reasonably similar female. Box 536-D.

TWO ROOM APARTMENT: Unfurnished, private house, utilities included, share bath, \$45. Mount Vernon, N. Y. Call MO 7-7004.

A.B. IN ENGLISH, 21, creative ability, desires interesting position far from NYC. Box 559.

CAT LOVERS! Send \$2.75 for special National Geographic cat-number. Colored photographs all breeds. Free catbook list on request. Box 133-V.

WANTED BY WRITER: Bit of land, northwestern Jersey, choice small house, reliable water supply, fireplace, please. Around \$6,000. Box 558-D.

YOUNG GAG WRITER will correspond with humorous individuals. Box 557-D.

YOUNG LADY EDITOR wishes correspond with intelligent and responsible man. Box 537-D.

YOUNG WOMAN sense of humor, author successful book, interested naturally in writing—also music, the theatre, would like to correspond with masculine males similar interests. Box 538-D.

ART STUDENT, GOOD TYPIST. Expert instruction in exchange limited typing. Opportunity as professional assistant. NYC Schuyler 4-4769. Box 539-D.

MERCHANT MARINE OFFICER, shy, non-intellectual, uneducated, widely travelled, invites correspondence with those interested. Box 429-D.

LATIN-AMERICAN author conducting small private publishing business wishes partner, must invest. Box 550-D.

FRENCH CAN BE FUN! Speak it in 12 lessons. Parisian, NYC. MU 5-4160.

CONGENIAL, PROGRESSIVE, responsible male educator, seeks feminine correspondence. Box 547-D.

MATURE, ATTRACTIVE, simple but intelligent, home-loving vivacious woman seeks responsible male correspondence. Box 546-D.

YOUNG MATURE ACADEMICIAN, cosmopolitan but quiet, invites intelligent feminine counterpart. Box 545-D.

GENIAL MATURE worldly male who came up the hard way invites correspondence with interested woman. Box 544-D.

BUSINESS GAL diversified talents seeks correspondence older gentlemen help disbel blues. Box 543-D.

IF YOU READ THE EGYPTIAN—the ADVENTURER is great news. September 22.

YOUNG MAN, slightly disillusioned but still optimistic, seeks lively feminine correspondence, preferably with a flair for the humorous. Box 555-D.

NEW YORKER wants to write column for out of town paper. Free. Everyday living in New York, no famous names, no gossip. Since you don't have to pay me, what can you lose? Box 554-D.

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PERSONALS

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CAPE COD — DENNIS — Unusual setting. Heated housekeeping apartment (furnished) offers privacy for two of discriminating taste, engaged in creative work. October through May. Box 552-D.

GRASS FARM ECOLOGIST and game manager with wife and young son wants modern home, moderate salary and manager job on farm where long term profits are most important. Ph.D. with practical ideas published articles and excellent references. Box 529-D.

YOUNG MAN, sincere, interesting, refined, slightly physically handicapped, now completing book in leisure time, desires correspondence with an interesting sincere refined young girl. Box 511-D.

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JOHN DAY SAYS "You've an HOUR OF GLORY in store for you October 12."

VACATIONS

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DOUBLE-CROSTIC NO. 859

Reg. U. S. Patent Office

By Elizabeth S. Kingsley

DEFINITIONS	WORDS
A. Long sheltered lagoon inside a sandbar or barrier, esp. on Baltic coast of Germany.	173 52 131 42
B. First name, one of two brothers who founded School of Forestry at Yale.	39 70 1 7 60 156 120
C. One versed in Spanish.	98 180 96 146 111 33 68 108 11
D. A heavy fall, as of snow (now chiefly Scottish).	2 66 160 147 14 174
E. A word prefacing three of the Psalms, whose meaning is probably connected with music (Bib.).	104 82 4 121 178 97 133
F. Exclamation signifying affirmative answer (comp.).	145 122 63 76 113
G. Epithelium lining the greater part of the digestive tract (zool.).	45 53 164 130 181 151 167 153
H. One of Job's three advisers.	80 114 36 54 19 177
I. Held secure, intact, or the like.	94 126 12 47 65 79 101 144
J. Ultimately (3 wds.).	152 83 85 75 57 25 148 71
K. Name of the highly civilized Indian peoples of which the Aztecs were one.	119 137 5 49 162
L. In India, literally a person guarding a mountain pass.	84 44 118 172 16 158 74
M. In due season (2 wds.).	103 115 124 30 77 56

DEFINITIONS	WORDS
N. Italian economist and statesman (1868-; "The Decadence of Europe", etc.).	176 13 43 132 105
O. Small, immature fruit of garden cucumber, used in mixed pickles.	116 86 161 100 32 24 46
P. Plentiful; abundant.	182 140 99 50 170 72 10
Q. <i>Solanum tuberosum</i> .	92 106 157 141 27 166
R. Expanded to view.	127 90 88 59 109 9 139 48 23 169 143 38
S. First name of novelist, Pulitzer Prize, 1943.	107 91 62 155 163
T. Recitation (rhet.).	128 51 154 81 95 175 136 28 34 55
U. English writer (1880-1932; "Elizabeth and Essex", etc.).	135 168 3 183 31 150 17 129
V. To give in vassalage.	64 159 61 15 41 171 29
W. English Cavalier lyric poet (1618-58; "To Althea from Prison," etc.).	102 93 69 6 184 87 112 21
X. Applied to a small "boat" used to watch an enemy (nav.).	20 123 58 37 149 138 110
Y. Wife of Capaneus, who threw herself into the flames of his funeral pyre (Gr. myth.).	134 179 78 67 26 40
Z. A weak, characterless drink (comp.).	89 35 8 117 18 22 165 73 142 125

DIRECTIONS

To solve this puzzle you must guess twenty-odd words, the definitions of which are given in the column headed DEFINITIONS. The letters in each word to be guessed are numbered. These numbers appear under the dashes in the column headed WORDS. There is a dash for each letter in the required word. The key letters in the squares are for convenience, indicating to which word in the definitions each letter in the diagram belongs. When you have guessed a word, fill it in on the dashes; then write each letter in the correspondingly numbered square of the puzzle diagram. When the squares are all filled in you will find (by reading from left to right) a quotation from a famous author. Read up and down the letters mean nothing. The black squares indicate ends of words; words do not necessarily end at the right side of the diagram. When the column headed WORDS is filled in, the initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Authority for spelling and definitions is Webster's New International Dictionary (second edition).

1	B	2	D	3	U		4	E	5	K	6	W		7	B	8	Z	9	R	10	P	11	C		12	I	13	N	14	D			
15	V			16	L	17	U			18	Z	19	H	20	X	21	W			22	Z	23	R	24	O	25	J	26	Y	27	Q	28	T
29	V	30	M	31	U			32	O	33	C	34	T	35	Z	36	H	37	X	38	R	39	B	40	Y			41	V	42	A		
43	N	44	L	45	G			46	O	47	I	48	R	49	K	50	P	51	T			52	A	53	G	54	H			55	T	56	M
57	J	58	X	59	R			60	B	61	V			62	S	63	F	64	V			65	I	66	D	67	Y	68	C	69	W	70	B
71	J	72	P	73	Z	74	L			75	J	76	F	77	M	78	Y	79	I			80	H	81	T	82	E	83	J	84	L		
85	J	86	O	87	W	88	R			89	Z	90	R	91	S	92	Q	93	W	94	I	95	T	96	C			97	E	98	C	99	P
		100	O	101	I	102	W	103	M	104	E	105	N	106	Q	107	S	108	C			109	R	110	X	111	C	112	W	113	F	114	H
115	M	116	O	117	Z			118	L	119	K	120	B			121	E	122	F	123	X			124	M	125	Z	126	I	127	R	128	T
129	U			130	G	131	A			132	N	133	E	134	Y			135	U	136	T	137	K	138	X	139	R			140	P	141	Q
142	Z	143	R	144	I			145	F	146	C	147	D	148	J			149	X	150	U	151	G			152	J	153	G	154	T	155	S
156	B	157	Q	158	L	159	V	160	D	161	O			162	K	163	S	164	G			165	Z	166	Q	167	G	168	U	169	R		
170	P	171	V			172	L	173	A	174	D			175	T	176	N	177	H	178	E	179	Y	180	C	181	G	182	P	183	U	184	W

Solution of last week's Double-Crostic will be found on page 48 of this issue.

SEPTEMBER 9, 1950

The Saturday Review