

civilized man hesitantly entered an era of "One World Consciousness." As the eighteenth century closed "Scientific Man"—who uses or misuses a rational, step-wise, objective, experimental process to increase knowledge and control—began to emerge as the dominant force in culture. We are in the midst of that period today, struggling ever more successfully to rise above the obstacles imposed by the non-human environment.

#### ACCELERATING ADVANCE

Looking over the record one may gain the impression that man's progress followed a steady rise; a gradual, sustained mastery of his environment. This is not so. Millennia passed without appreciable change. There was relatively little cultural advance from the subhuman types of Java and Peking man of at least 500,000 years ago to Neanderthal man of 100,000 to 50,000 years ago. There has certainly been more cultural change in the last 500 years than in the previous 500,000—and the claim could be substantiated that there has been still greater change in the last fifty years.

Change in speed of human travel is a familiar and dramatic index of "progress." For thousands of years of man's history travel by foot was the fastest means available. The much talked of four-minute mile, fifteen mph, and sprint records of about twenty-five miles per hour represent near limits to unaided human speed. With the domestication of horses, over 5,000 years ago, the rate was raised to a level somewhat less than thirty-eight and one-half mph—the present thoroughbred record (Citation, 1950, one mile in 1.33 3/5). From the beginning of human evolution until the nineteenth century man was held to speeds of less than forty miles per hour. In 1829 this barrier was broken when a steam locomotive made forty-four miles per hour, and by 1901 steam engines attained a speed of two miles a minute. In 1910 the automobile took over with a speed of 131 mph; and in 1920 a French airplane set the record at 188 mph. Propeller-driven aircraft led the field until the later war years—in 1939 a Messerschmidt smashed official records with 469 mph. Since the war jet-propelled aircraft have jumped human speeds by another 300 miles per hour. The 1953 record for man's level flight was 753 mph. A piloted aircraft has already traveled in level flight at 1,600 mph—almost two-and-one-half times the speed of sound.

This achievement is staggering. In the beginning it took 500,000 years to make a gain of twenty-five miles per hour (fifteen to forty mph); and

today only fifteen years to make a gain of almost 300 miles per hour (469 to 753). To consider that this represents only technological advance is to miss the whole spirit of human imagination and understanding. To be sure the index is speed, but the real adventure is in the increased knowledge: knowledge of aerodynamics; knowledge of combustion; knowledge of metals; knowledge and control of the world we live in. The same could be said today of any area of the basic sciences or developmental improvements dependent upon them. Edwin B. Wilson of Harvard has said, "We can do more things with greater assurance of success than we could 2,000 years ago or 200 years ago or even twenty years ago . . . there is an accumulation of knowl-

edge and of method with a resultant increase of control. The scientist builds upon previous knowledge. There is advance of the sort one finds in the growth of a coral reef—there is building upon what is already laid down."

This concept of accumulative accelerating progress is not generally considered applicable to philosophy, poetry, the fine arts, or for that matter to social studies. It is, indeed, fashionable among some in these quarters to voice the opinion that belief in progress is Victorian, something that was outmoded by 1914. Regardless of the necessity for applying different criteria to the humanities than to sciences, it is a valid conclusion that the common pool of human experience and knowledge, the total cultural her-



## Your Literary I. Q.

Conducted by John T. Winterich

### RECOLLECTING RHYMERS

Unlike elephants, which sometimes do, poets never forget. They remember so well, in fact, that they frequently boast about it. Here are ten remembering bards, and you are asked to identify them and the works cited, and to tell, in each instance, exactly what is remembered. If you achieve fifteen of the requested bits of information, grin and bear it; from sixteen through twenty-four, smile but don't cheer; twenty-five and better, loud huzzas. Answers on page 40.

1. "I remember — — — — —,  
How it thundered o'er the tide!"
2. "I remember, I remember  
— — — — —,  
The little window where the sun  
Came peeping in at morn."
3. "Well I remember — — — in the sunny arbor  
Beyond your open door."
4. "I will remember — — — — —,  
Little French Lick and Lundy's Lane."
5. "I well remember — — — — —,  
And what I wanted. You, unwise,  
With sore unwisdom, had no eyes  
For what was patently the cause."
6. "Yes, I remember — — — — —  
The name—because one afternoon  
Of heat the express-train drew up there  
Unwontedly. It was late June."
7. "I remember — — — — —; sweetly did she speak and move;  
Such a one do I remember, whom to look at was to love."
8. "Only stay quiet while my mind remembers  
— — — — — from the beauty of embers."
9. "When to the sessions of sweet silent thought  
I summon up remembrance — — — — —,  
I sigh the lack of many a thing I sought,  
And with old woes new wail my dear time's waste."
10. "I remember, I say, — — — — — who passionately clung to me;  
Again we wander—we love—we separate again."

itage of our species, is going forward at an ever faster tempo. We have reached a period where the exponential character of cultural accumulation confronts the individual in everyday life.

#### INDIVIDUAL IGNORANCE AND EDUCATION

If this is so, and at the same time man's inherent capacity as an individual to learn remains biologically the same, then the individual must be becoming relatively less informed about the cultural heritage of the species. This has been called the "theory of ignorance," the "specter of specialization," or "the fragmentation of knowledge." The individual is dropping behind at an accelerating rate in his grasp of "all there is to know." The only possible way to transfer this knowledge through the generations is by education, by learning.

Our systems of education are being constantly overhauled in a desperate attempt to stem the tide. They cannot succeed in the sense that the "Renaissance Man" can ever again be a legitimate objective. No matter how long or how intensive the schooling, each generation will know relatively less per individual of the total cultural heritage than the previous generation.

At the lower levels of education the objective has been to give more people more education. In this country the average number of years of schooling for whites rose from 8.6 years in 1940 to 9.3 years in 1950. At the university level the deep concern for renewed effort in imparting to the college student an understanding of his cultural heritage is reflected in the widespread interest in "general education."

The purpose of general education, as contrasted to professional or voca-

tional training is to develop traits of mind and character which, combined with an understanding of important areas of knowledge, are essential for a responsible life in society.

In the United States we are in the favorable position of being financially able to educate more thoroughly an increasingly larger proportion of the people. Though some of us may consider the accomplishment in vague terms of "the democratic thing to do," it has a greater significance in giving the individual all possible advantages to understand and to function effectively. For in a free society the individual is under the additional stress of increased personal responsibility under conditions of increasing relative ignorance. The individual is, theoretically at least, called upon to make judgments on an increasingly varied and complex array of issues. The difficulties of understanding these issues increase with the accelerating tempo of new information and concepts. More and better education is the only means under our present social and political system for maintaining the principle of individual freedom and choice. In the foreseeable future drastic alterations in established educational systems will be needed if democracy is to continue to have meaning. Education will assume an increasingly important role in national life. Methods and content of educational systems will undergo constant improvements and expansion. The demands on the individual to learn and to keep on learning will be increasingly heavy.

Although the battle with "individual ignorance" will inevitably become more and more serious and must in a sense be continually losing ground, the cause is reason for a breathtaking pride. We are simply forging ahead too fast. This is our fault!

There are, of course, the prophets of doom who see no reason for planning progress since it will all soon end. The atomic-energy pessimists predict "the end of civilization" within a generation; the overpopulation pessimists predict worldwide hunger within 100 years; the natural-resources pessimists predict catastrophic reduction in power when easily obtained sources of coal, gas, oil, and uranium are used up in 200 years; and, finally, the cosmic pessimists predict the end of the planet Earth (and consequently man) as inevitable in some millions of years. But need we be pessimists? Each of these threats, though admittedly ominous, can also be viewed with an attitude of responsible optimism. Is there any



one force more potent in accelerating a growing insistence on world cooperative living than nuclear energy? Tapping of the sun's energy and its direct conversion into electricity is already accomplished in some measure by the solar "battery" of Bell Telephone Laboratories. New ways of apprehending sources of energy may be more closely correlated with the amount of effort, genius, and ingenuity put into basic research than "practical-minded" pessimists are willing to concede.

We know how to control reproduction; to prevent overpopulation requires only unceasing endeavor to extend appropriate education and legislation. Prophecy portending deterioration in the quality of human germ-plasm has been almost as vociferous as that concerned with quantity. Alarms of a few years ago over a predicted decline in intelligence owing to higher reproductive rates among lower socio-economic groups seem now to be unfounded. Present opinion holds that class differences in average family size are due mainly to the differential spread of knowledge about birth control in Western societies during the past fifty years or more. Continuing dissemination of this information is expected to reduce, if not reverse, the inequality. Furthermore, I. Q. scores are influenced by cultural-intellectual environment so that, although lower average scores are the rule among children of large low-income families, the extent to which this measures heritable differences (except among extremes) is difficult to assess.

The long-range view is hopeful. There is some evidence now accumulating that in a modern society, where planned parenthood is universally practised, the couples who are most successful among their neighbors and responsible with their children have the largest families. Encouraging news has recently come from Dr. Sheldon C. Reed and his co-workers of the Dight Institute for Human Genetics at the University of Minnesota. They are finding, from a

#### LITERARY I.Q. ANSWERS

1. "The sea-fight far away" (Longfellow: "My Lost Youth").
2. "The house where I was born" (Thomas Hood: "I Remember, I Remember").
3. "The pigeons" (Edna St. Vincent Millay: "The Pigeons").
4. "Carquinez Straits" (Stephen Vincent Benét: "American Names").
5. "What I was" (Amy Lowell: "On Looking at a Copy of Alice Meynell's Poems Given Me Years Ago by a Friend").
6. "Adlestrop" (Edward Thomas: "Adlestrop").
7. "One that perished" (Tennyson: "Locksley Hall").
8. "The beauty of fire" (Masefield: Sonnet: "On Growing Old").
9. "Of things past" (Shakespeare: Sonnet XXX).
10. "Only that woman" (Whitman: "Once I Passed Through a Populous City").

study that extends through three to five generations of families of severe mental defectives, that, far from "breeding like rabbits," the average number of children produced is less than the number necessary for replacement.

Atomic-age pessimists should also note that there is now general recognition of the potential hereditary damage in irresponsible exposure of human reproductive tissue to irradiation. It is predictable that such an act, by negligence or intent, will in the not too distant future be considered a criminal offense against mankind and incur severe international legal penalties.

The cosmic pessimist is exemplified in the following quotation from "A Writer's Notebook," by W. Somerset Maugham. "At some remote period this earth of ours will cease to support even the most elementary forms of life; but long before this state is reached the human race will have become extinct. . . . The conclusion can hardly escape one that then all this business of evolution will have been singularly futile and, indeed, that the process that led to the creation of man was a stupendous absurdity on the part of nature. . . ." Yes, a cosmic catastrophe may overtake us and there is little that can be done about it. On the other hand, is it really reasonable to be pessimistic about the eventual fate of the human species being caught flat-footed on a disintegrating Earth a few million years from now—an organism which progressed from earthbound to flight faster than sound in the short span of fifty years?

While some of these problems demand our fullest efforts today and cannot sensibly be underestimated, nevertheless, more worthy of our long-range concern than any of these currently popularized fears is the general problem of effective transmittal of our steady gain in cultural heritage. A strong link of learning from generation to generation is our greatest hope for the future of mankind.

And in this future world, a cultural colossus supported by billions of biologically limited minds, how do we find the average citizen making out? We see a period of tensions mounting as cultural accumulation outdistances individual capacity, and this lasts for a century or more. Universities develop a large School for Extramural Advanced Studies. Professions provide for long periods of learning interspersed with practice. The learning process is accelerated somewhat by unexpected developments relating time-concept to brain-function. But the general populace remains rela-

tively indifferent to the magnitude of fundamental change that educators advise.

It is a great statesman who finally puts across an extraordinarily simple plan that eases the crisis. Alarmed at the prospect that problems of worldwide import can be decided by masses of the relatively uninformed, laws of minimal educational requirements for participating in World Citizenship are enacted. Not literacy alone (a voting requirement today in only twenty of our states), but demonstrable proof of knowledge commensurate with the responsibility of expressing opinion by vote is required.

This law provides the incentive for, what educators have long advocated, a lifetime of participation in learning as an accepted element in human society. Industrialists of that day, who have been aware for decades that all production could be accomplished in a fraction of the time then required by law, welcome the new laws. The four-day work week is cut in half and two days are made available to all citizens for taking part in a carefully planned program of education. This pattern of adult life works well in an industrial society and it holds for centuries.

Gazing beyond the centuries into millennia the crystal ball becomes clouded. Prophecy reaches absurdity, except for one clear penetrating ray—man, as we know him, is still there. Curious, imaginative, fallible, he is still grappling with unsolved problems and looking ahead to their solution in the future.

#### CONCLUSION

Our conclusion is this—we shall remain biologically the same far into the future and we shall progress in knowledge at an ever-accelerating rate far into the future. This situation will impose an ever-heavier burden on education. Its expansion, organization, and integration will be a key problem of the future, for it is the only way our exponentially increasing cultural heritage can be passed on. These considerations lead to unlimited optimism, for our greatest problems of the future come from the very fact of rapid advancement.

Finally—there is this comforting thought arising from a biological view of the problem—organic evolution has been going on for over 500 million years, the human line has been evolving as such for over 500 thousand years, we have just entered the new phase of cultural evolution and there is still plenty of time to solve our problems arising from it.

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(Continued from page 41)

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DEFINITIONS	WORDS	DEFINITIONS	WORDS
A. The second English "Garden city," 1920.	32 148 55 194 203 181	O. Dickens' caricature of Walter Savage Landor in "Black House."	130 56 103 95 183 139 38 89
B. Describing a motor performing at its fastest and most economical (2 wds.; not in Webster as a phrase).	159 172 22 177 191 156	P. Forthwith (2 wds.).	118 21 54 119 1 167
C. Fatlike.	61 108 135 41 43 12	Q. Peacock wrote a novel about him and his "Castle," 1831.	182 137 163 160 35 147 198 141
D. The lungs of animals.	62 48 127 79 4 24	R. Amer. painter of birds, in Museum of Nat. Hist., N.Y. (1874 . . .).	117 122 76 57 128 49
E. To search into.	71 189 97 102 110 180 113 187	S. Colloq., in a state of restless activity (3 wds.).	111 109 129 75 84 120 23
F. Ancient Roman model of filial devotion.	98 50 144 88 171 81	T. Moral weaknesses.	105 132 118 86 3 93 31
G. Riddle of childhood was how to make this; answer being, "Full her tail" (2 wds.).	10 152 202 42 39 155 46 92 67 196 162 165	U. Circumstance regarded as due to chance (humorous, U.S.).	45 143 94 163 66 116 138 178 121 40 77 82
H. Spanish (combining form).	33 53 9 15 37 185 169	V. Crime of the woman in "Growth of the Soil."	115 140 17 125 133 69 161 179 58 190 13
I. Stubbornly resisting softening influences.	145 52 173 14 47 11 153 56	W. German admiral in North Sea, World War I (1854-1933).	99 59 174 112 16 200 64 85
J. Opening in a wall for light and air.	176 34 170 51 104 158	X. Coined word for the most recent of superhighways.	146 70 197 2 101 100 63
K. Escape by use of skill.	67 63 60 168 7	Y. In sports, said of a stroke played with the palm of the hand downward.	107 65 134 6 114 199 29 123
L. Ancient Indian city, site of Punjab Univ.	19 90 27 157 149 25	Z. Forthwith (2 wds.; colloq., U.S.).	192 154 30 151 124 164 74 184 68
M. First name, mother of German emperor Frederick I (1627-67).	20 5 28 166 136	Z <sup>1</sup> . Seat of Maya civilization and locale of many magnificent ruins.	131 126 91 80 150 188 72
N. A raised protection with peepholes on a naval turret (2 wds.).	195 8 186 78 26 201 44 73 36 142 175 106		

## DIRECTIONS

To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram. . . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning. . . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line. . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop.

Authority for spellings and definitions is Webster's New International Dictionary, Second Edition.

1	P	2	X	3	T	4	D	5	M	6	Y	7	K		8	N	9	H		10	G	11	I	12	C	13	V		14	I	15			
		16	W	17	V			18	P	19	L	20	M		21	P	22	B	23	S	24	D	25	L		26	N	27	L	28	M	29	Y	
30	Z	31	T			32	A	33	H	34	J	35	Q	36	N		37	H	38	O	39	G		40	U	41	C	42	G		43	C		
44	N	45	U	46	G	47	I	48	D	49	R	50	F	51	J		52	I	53	H	54	P	55	A	56	O	57	R	58	V	59	W	60	K
61	C	62	D	63	X			64	W	65	Y	66	U	67	G	68	Z	69	V	70	X	71	E	72	Z	73	N		74	Z	75	S	76	R
77	U	78	N			79	D	80	Z	81	F			82	U	83	K	84	S	85	W		86	T	87	K	88	F	89	O		90	L	
91	Z	92	G	93	T	94	U	95	O	96	I	97	E		98	F	99	W		100	X		101	X	102	E	103	O		104	J			
105	T			106	N	107	Y	108	C	109	S	110	E		111	S	112	W		113	E	114	Y	115	V	116	U	117	R	118	T	119	P	
120	S			121	U	122	R	123	Y			124	Z	125	V	126	Z	127	D	128	R	129	S		130	O	131	Z		132	T	133	V	
134	Y			135	C	136	M	137	Q	138	U	139	O	140	V		141	Q	142	N		143	U	144	F	145	I	146	X	147	Q	148	A	
149	L			150	Z	151	Z	152	G	153	I			154	Z	155	G		156	B	157	L	158	J		159	B	160	Q		161	V		
162	G			163	U	164	Z	165	G	166	M	167	P	168	K		169	H	170	J		171	F	172	B	173	I		174	W	175	N		
176	J			177	B	178	U			179	V	180	E	181	A		182	Q	183	O	184	Z	185	H	186	N	187	E		188	Z	189	E	
190	V			191	B	192	Z	193	Q	194	A			195	N	196	G		197	X	198	Q	199	Y	200	W	201	N	202	G	203	A		

Solution of last week's Double-Crostic will be found on page 27 of this issue.

JANUARY 8, 1955

The Saturday Review