

## Sculptors of the Future

**"The Mind as Nature," by Loren Eiseley** (Harper & Row, 60 pp. \$2.75), and **"Fostering Intellectual Development in Young Children," by Kenneth D. Wann, Miriam Selchen Dorn, and Elizabeth Ann Liddle** (Bureau of Publications, Teachers College, Columbia University, 140 pp. \$3.75).

By FRANK G. JENNINGS

WHETHER he stands in the toy-strewn world of the nursery school or presides at a graduate seminar, the teacher is fingering the reins of the future. For those who are aware of this, it is terrifying and exhilarating. Those who are insensitive can quite literally be killers of the dream. Loren Eiseley in the fifth John Dewey Lecture, "The Mind as Nature," states the case with courageous beauty: "The educator can be the withholder as well as the giver of life."

The second book under review here is a footnote to Eiseley's thesis. Dr. Wann and his associates, working with three- to five-year-old children, express this concern: "... We might be underestimating young children's ability to understand and interpret their world and as a consequence [are] unnecessarily limiting their experiences. . . ." Put very simply, children are capable of considerably more intellectual achievement than they are generally allowed to reach. They are intensely interested in the world around them. They are capable of handling, understanding, storing, and using great amounts of information. They can and do deal with concepts and logical relationships that are far more complex than many they will later encounter in their first years of "formal" study.

Recently there has been much urgent talk and earnest research into the nature of creativity. There is a recurring theme to the effect that there is so much more that we could do so much better, had we been given the proper guidance early enough. As Eiseley reports, "There are subjects in which I have remained dwarfed all my adult life because of the ill-considered blow of someone nursing pent-up aggressions, or words more violent in their end effects than blows."

"The Mind as Nature" is a brave little book. Eiseley begins with a brief and painful account of his own childhood. "I would have been diagnosed today by social workers as a person suffering from societal deprivation and headed for trouble." There were no books in his home. His mother was stone deaf. His father was a former itinerant actor turned laborer for survival who could "still declaim long rolling Elizabethan passages that caused shivers to run up my back." There were no friends. No visitors came to the home. And yet the mind of the boy was not lost. It found its way through the competing worlds of childhood. There was a teacher somewhere, and "a kindly scientist engrossed in studying some huge bones." The boy became an anthropologist, a teacher and a writer of surpassing charm and insight. Anyone who has not read his "Immense Journey" or his "Firmament of Time" should buy them, too, when he purchases this book.

Eiseley writes, "The teacher is a sculptor of the intangible future. There is no more dangerous occupation on the planet, for what we conceive as our masterpiece may appear out of time to mock us—a horrible caricature of our ourselves." But, says Eiseley, the true educator fights not only for the sake of the future but "for the justification of himself, his profession, and the state of his own soul."

"Ours is an ill-paid profession and we have our share of fools. We, too, like the generation before us, are the cracked, the battered, the malformed products of remoter chisels shaping the most obstinate substance in the universe: the substance of man."

It is hard to resist the temptation to let such an author speak for himself.



But better to promise the drama and the insights that await the reader of both of these books. For, as I suggested at the beginning of this review, "Fostering Intellectual Development in Young Children" is the sculptor's material and "Mind as Nature" is the program the artist-teacher must follow.

The former book is the report of research done in five private schools in and around New York City. Dr. Wann and his associates were able to demonstrate what some teachers know, that children, very young children, can be taught reasoning and logic, that they can deal with scientific concepts of considerable complexity, that they do have a great capacity to handle the symbols and the structure of our language, and that even in their love of fantasy, they are clearly conscious of the real world around them.

Eiseley is right when he says that teachers have the most dangerous profession, and the most rewarding. They have the dual role of conservators and creators. The quick, open interest of the child presents possibilities that tomorrow's world can be better, freer and safer. The burgeoning commitment of the college student can be a sign that some teacher had been successful. But there is terror for the teacher too, when he feels that he may have failed to recognize a touch of talent, when he may have allowed a mind to sink into the humdrum depths of bland conformity. Man is so various a creature that there can be no simple rule or test to indicate when or how he matures. Eiseley makes the wry comment that it is uncertain whether Darwin or Wallace could have passed a modern college board examination. The competent teacher needs to depend more on insight than on instinct. He must never grow indifferent to the presence of rousable interests and talents. Whether it be a child gasping with wonder at the shape of a leaf or a graduate student trembling on the verge of a new organizing principle, the teacher must be able to exploit that creative moment.

Dr. Wann repeatedly makes the point that "Adult guidance is the key to programs which extend and develop the mental capacities of children. Young children are continuously involved in the process of concept development. They explore; they seek answers to their questions whether adults help or not . . ." There is challenge and excitement in both of these books. In one a group of scientists describes the range and power of the child's mind and demonstrates this in the poetry of the child's own language. In the other, a poet who is a scientist seeks to describe the very limits of the teacher's art.

## Heimberger

*Continued from page 55*

time for the faculty to reassert, really use, and thus preserve its traditional power to determine what is to be taught in its name. But to do so the faculty as a whole must first face up to the reasons for its present impotence, its apparent lack of concern, and its resulting failure to take concerted and courageous action. One reason, often cited, may be that the university faculty as a proud, powerful, and all-inclusive body, has given way to a congeries of provincial and professional groupings, each devoted to its limited interests and largely unconcerned about what happens elsewhere on the campus. Wholeness has been replaced by excessive departmentalization and particularism.

Closely related is the growing tendency of the individual faculty member to forget that, first and foremost, he is a *university* professor. Instead, he tends to set limits to his loyalty and even to his professional pride. Often he prefers to call himself simply a professor of chemistry, of history, or of psychology—and nothing more. He is content to live and let live and thus to shrug off responsibility for university errors so long as they do not seem to affect him or his special field of interest. He forgets, of course, that such errors are committed in his name and with at least his tacit approval as a member of what pretends to be the academic governing body of his university.

**T**HERE is also a kind of professorial courtesy that often makes the single faculty member, good, bad, or indifferent, almost a law unto himself. It finds its origin in the high principle that the man who knows the subject best has the sole right to determine the number and nature of courses to be taught in his particular area of specialized learning. To question this right is, in the opinion of some, to come close to setting limits to academic freedom. The principle is a good one to start with but, carried to extremes, it has only one logical consequence—the denial of any effective control over teaching and degree programs by a *university* faculty. The wishes of every individual must be allowed to prevail, no matter how weak or wasteful his proposals may seem to be in the judgment of his campus colleagues.

Still another difficulty has been the old, old tendency to regard a specific course as the personal property of the man who first developed and taught it. This tendency is very strong at the higher levels where a good many senior

professors have established their private domains which, by campus tradition, must neither be challenged nor invaded. Woe be it to the brash youngster who even hints that there might be other ways to teach the material at hand, or to gather scattered fragments into a new and stronger whole. Often the result of this assertion of personal property rights is a vast barrier, built stone by stone over many years and firmly anchored across new and possibly better approaches to learning.

It is entirely unfair to blame our university faculties alone for whatever is puerile or profligate in their teaching today. Powerful outside influences have been at work and, to a large degree, they too are at fault. One great force of this kind has been a widespread obsession with the immediate dollar value of a diploma. This has led to heavy pressures for curricula and courses designed primarily for a quick pay-off on the first job.

**S**UCH pressures frequently come from relatively small but well-organized vocational associations, each apparently convinced that it must have its own highly specialized degree program in order to keep pace in status and employability. Thus a new curriculum is established and a new department or school created. Then there follows, almost as the night the day, the drive for more staff, more courses, and more fragmentation. Quite often, both courses and staff duplicate what may be found elsewhere on the campus with only slight differences in applications to specific vocational purposes.

Faculty resistance to demands of this kind is difficult indeed. It is almost impossible when the university administration is more interested in courting the favor of pressure groups than in speaking up for the essentials of higher education. The argument usually advanced is that a public agency has no choice but to serve the public need and the public will. But even this seemingly persuasive and powerful line of reasoning should not be allowed to force the members of a university faculty to become stock boys in a supermarket or a discount house.

Another external force with which the faculty must contend in meeting its academic responsibility is the accrediting association or the certifying board, usually staffed and largely guided by full-time professionals whose first loyalty often leaves them with little concern for what happens to higher education as a whole. Their primary function, the one for which they are paid, is to make sure that the student gains as much proficiency

## Let's Talk Sense About Textbooks

Let's talk about how good textbooks help today's teachers.

**Teachers should be able to count on reliability and sound scholarship in a textbook.** Conscientious publishers take several steps to build these qualities into every textbook program. Able authors are recruited. Experts from specialized fields serve as advisors. Qualified editors provide the help only experienced book publishers can offer in producing a good textbook program.

**A good textbook helps create an atmosphere of active participation and zest for learning.** When you dip into a textbook, try asking yourself these questions: Does it strike you that the author is commanding the interest and respect of students—bidding for the kind of response a good teacher works for? Are the questions and discussion suggestions lively and interesting?

**An important way publishers help teachers today is in teacher's manuals to accompany their textbooks.** Here the authors show how they as teachers would present a lesson. They outline the steps they have found are essential to the development of an idea or a skill. They provide summaries of research, special resource material, additional reading suggestions. Teachers can make creative use of what each guidebook offers. This kind of sound and usable help can free teachers to devote more time to the young individuals thronging today's classrooms.

Leading textbook publishers are continually striving to give teachers their best. They put their best into the textbooks they offer, into the guidebooks and accessory materials that accompany their textbook programs.

Some publishers, including Scott, Foresman, follow these up with services provided by representatives, teaching consultants, and correspondents in their offices. When you step into a classroom, see if Scott, Foresman is there helping—in books on the students' desks or the teacher's, in manuals and other teaching aids.

### SCOTT, FORESMAN AND COMPANY

EDUCATIONAL PUBLISHERS

Chicago 11      Atlanta 5      Dallas 2  
Palo Alto      Fair Lawn, N.J.

as possible in a certain vocational field. With telling effect, they use their great power and influence to insist that priority be given to curricular requirements carefully tailored to suit their special purposes. Time and again the fear of being removed from an accredited list—or even of being put on public probation—has forced distinguished university faculties to approve curricula and provide courses that would otherwise be rejected as unwise or entirely unacceptable.

For whatever reasons, internal or external, there can be no honest doubt that a considerable number of our larger universities have allowed their teaching programs to get badly out of hand. This situation cannot endure. There is great need for firmer and, hopefully, wiser planning and control, and this need will soon be revealed and reflected in public demands for reform on the campus.

The important question is whether the need will be met by university faculties—or by some yet-to-be-determined administrative agency or process. It seems abundantly clear that

the faculties have their work cut out for them if they hope to keep this vital part of their academic authority from becoming either a myth or a memory.

How can this hope be realized? First of all, there must be a revival of faculty loyalty to the university as a whole—to a single entity committed to a common effort in higher education. This means an end to the separatist attitude of live and let live, to the tendency to shrug off personal concern for whatever does not seem to endanger the special interests of the smaller group or even the single professor. It means an acceptance of individual responsibility born of jealous pride of membership in an honored profession and in the community called the university. A strong sense of faculty indignation, or even outrage, at some of the things that have been happening under the guise of higher education would do no harm.

But loyalty, pride, and readiness to accept responsibility will not be enough to get the job done. There must also be a new and university-wide commitment to fundamental purposes and standards of quality. This is a task for the faculty as a whole, working from recommendations arrived at through intensive study by the wisest and toughest minds available on the campus.

Beyond this declaration of institutional purpose and quality there will still lie the difficult, day-to-day responsibility for seeing to it that these broadly stated policies are adhered to in practice. General meetings of the entire faculty, or even of a relatively large council or senate, cannot be relied upon to meet this need. Power to act, subject to appeal, must be delegated to some special agency created by and answerable to the faculty. It would be the duty of this agency, composed of strong, experienced, and widely respected professors, to deal with actual courses and curricula, making sure that they measure up to the standards established by the faculty for the university as a whole.

The university administrator will

also have an important part to play if he really believes in faculty control of teaching. He must realize that, in his countless off-campus relationship, it is his job to speak up for the true meaning and values of higher education—to fend off demands for weak or grossly wasteful programs of instruction, rather than to curry public favor and popularity by bending under every pressure. Working with other college and university administrators, it is also his job to see that the powers



of accrediting bodies and certifying boards are kept within proper limits—that they are not allowed to become harmfully dictatorial forces robbing his university of its autonomy and needlessly depriving his faculty of its essential right to keep its academic house in order.

It may be too late for some university faculties. Perhaps, through lack of concern and long neglect, they have already allowed their collective control over teaching to become either a myth or a memory. Some may have no taste for the difficult task of establishing quality and strength where there is now weakness and waste. But the issue is one of fundamental importance. If full faculty control of teaching is allowed to slip away for reasons of either disinterest or timidity, then university professors will have taken a long, long step toward the debasement of their once proud profession. They will be far along the way toward becoming little more than employees who are hired to perform tasks determined by others.

## PAUL GOODMAN

author of *Growing Up Absurd*

calls upon groups of students and teachers to secede from their schools and re-establish **THE COMMUNITY OF SCHOLARS** as it once was. A necessary shock and remedy for what ails our colleges and universities today.

\$3.95, now at your bookstore



## READING PROGRAM

- Sharpen Concentration
- Improve Comprehension
- Increase Reading Rate

Individualized—Students & Adults

**BALDRIDGE READING SERVICES, INC.**

New York City, 45 W. 57th St., PL 9-1167  
Greenwich, Conn., 47 Arch St., TO 9-4987

## However Paint Runs Down a Page

By Claire Burch

**H**OWEVER paint runs down a page it makes a picture. Turn it upside down. Another. The world is a picture God made on an off day using one of twelve hundred mediums at his disposal. Patterned and orderly, but in the left upper corner a loaded brush produced a drip that He let stay because (no reason He'd stake His reputation on) it sort of seemed to make the greens work better.



# Teacher Shortages

Continued from page 64

increase in the tax rate. At this price the community can offer high-quality education in *all* subjects.

To prevent deterioration in particular fields by offering higher salaries in them alone is no more than common sense. If your left front tire needs repair, you put resources into repairing it. You don't spread those resources thinly by putting them into overhauling the entire car. School officials don't put a thin coat of paint over the entire school when the auditorium needs freshening up. We get more from our resources by using them where they are needed *most*.

**A**S teachers and school administrators will immediately recognize, several practical difficulties would be encountered in departing from conventional salary schedules. The difficulty that educators usually emphasize most is the possible impact on teacher morale. It is asserted over and over that any new kind of salary step would shatter morale, apparently forever.

Despite all the dogmatic pronouncements, this difficulty is probably an illusory one. First, the claim that salary differentials would shatter morale is based upon repeated assertions, not on any systematic compilation of evidence. Second, a recent study by Chandler and Mathis (professors of education at Northwestern University) indicates that school systems with merit pay schemes, which are departures from unified salary schedules, do not have noticeably lower morale than schools with unified schedules. Third, other institutions that employ similar personnel do not have unified salary schedules, yet morale in these institutions cannot be said to suffer from the lack. (The university teacher of Greek will regard it as highly regrettable, but hardly as degrading, that the professor of medicine receives twice his salary.) Fourth, the unified salary schedule itself provides for certain kinds of salary differentials, and all we are suggesting is another.

There would be some resistance and disappointment, of course, if such additional salary differentials were introduced. Some teachers would hate to see others get raises that they did not receive. As Mark Twain said, "Most of us can't stand prosperity—someone else's, that is." Besides, with additional pay differentials there would be fewer or smaller across-the-board salary increases, and many teachers would therefore have to forego some of the increase they might otherwise have had.

Those teachers—the ones whose skills are not relatively scarce—would naturally resist the introduction of the new schedule. (Removal of tariffs on cloth would be resisted by domestic textile manufacturers, too.) But resistance and disappointment do not mean permanently lowered morale, especially if care is taken in explaining the issues and implementing the new policy. Certainly the ground should be well prepared before making any change. The understanding of the teachers should be particularly sought. It is important for them to understand the allocative function of salary differentials and realize that other professions have salary differences for types of training and subject matter specialties. It is perhaps still more important for them to see that the alternative to these pay differences will soon be the deterioration of the school's teaching staff.

Another practical difficulty about having additional salary steps is that they would increase administrative burdens. Without any doubt, the unified schedule simplifies the problems of school administrators—by eliminating certain choices that would otherwise have to be considered. With an additional set of steps, there would be more salary configurations to be considered and perhaps some hard choices to make. Administrators and boards of education would have to decide which skills are the most difficult for them to recruit. (They can usually name those skills immediately.) They would have to determine the kind and size of the new salary steps. But these decisions are by no means impossible—and the format of the new schedule need not be complicated. School officials might simply add a footnote to the present schedule specifying the new steps, providing, say, a 15 per cent increment for a major in mathematics and a 10 per cent step for a major in subject X or for a minor in mathematics.

**T**HERE might be difficulties, particularly in smaller schools, in handling dual assignments, since some teachers have to handle classes in more than one field. If the increments were paid for types of training, however, it would not be necessary to worry about the assignment. A superintendent would not pay extra for a mathematician and then have him teach mostly in physical education, just as a university would not pay extra for a professor of medicine and then assign him most of the time to teach economics.

There would be the problem of adjusting to future changes in the demands for various skills. But further adjustments of these salary steps could be made, not every year to be sure,

FROM  
McGRAW-  
HILL

Important new  
books on  
education

## THE FEDERAL INTEREST IN HIGHER EDUCATION

By HOMER D. BABBIDGE, JR.,  
*Vice President, American  
Council on Education*, and  
ROBERT M. ROSENZWEIG, *As-  
sistant to the U.S. Commis-  
sioner of Education*. A full,  
frank discussion of Federal  
activities in the higher edu-  
cation field, and of the many  
delicate issues involved—in-  
cluding segregation, and  
church-state relations. \$5.95

## HIGHER EDUCATION: Resources and Finance

By SEYMOUR E. HARRIS, *Har-  
vard*. Here are the tech-  
niques — and the problems —  
of financing America's col-  
leges and universities, pre-  
sented in detail by a promi-  
nent economist who is  
probably the country's lead-  
ing authority on the subject.  
\$9.95

From THE CARNEGIE SERIES  
IN AMERICAN EDUCATION:

## THE ACADEMIC PRESIDENT— EDUCATOR OR CARETAKER?

By HAROLD W. DODDS, *Presi-  
dent Emeritus, Princeton*.  
Too many college presidents,  
Dr. Dodds finds, are mere  
administrators or fund-  
raisers, instead of intellec-  
tual leaders. In this book, he  
proposes "radical surgery"  
to reverse this trend — and  
avert a national disaster in  
higher education. \$5.95

Now at your bookstore  
McGRAW-HILL

but when really needed. And, in any event, it is hardly sensible to retain one absolute salary structure just because a better one might ultimately become obsolete, too.

If we consider the introduction of additional salary differential in the schools, we can indeed see some practical difficulties ahead. But the fact that there are some difficulties does not foreclose the issue. The question is not whether there are difficulties, but whether the payoffs outweigh the efforts required to achieve them. It is more difficult to provide education through the twelfth grade than to stop at the ninth, yet we rightly choose to provide instruction through the full twelve grades. Similarly, it is more difficult to introduce additional salary differentials than to stick with the status quo, yet the change to the new policy may be called for. Boards of education, school administrators, and other citizens need to consider now the adoption of additional salary differentials, seriously weighing the potential gains against the difficulties. As we see it, a three-step salary schedule will be essential in the coming years if individual districts and the nation as a whole are to provide adequate education at acceptable costs.

## SATURDAY REVIEW

25 West 45th St., New York 36, N. Y.

Please enter my subscription for the term indicated below:

☐ Three years \$16—

☐ Two years \$12—

☐ One year \$7—

(Above rates apply to the United States and its possessions; elsewhere add \$2.00 per year)

☐ Payment enclosed ☐ Please bill me

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

Zone \_\_\_\_\_ State \_\_\_\_\_

10-20

Allow four weeks for delivery of first copy.

# Letters to the Education Editor

Continued from page 53

its first eight years, has been a potent and positive force toward the improvement of teacher education programs. For example, its standards have contributed to increased subject-matter requirements for prospective teachers; to the widespread acceptance of the idea of a campus-wide committee responsible for teacher education policy—a committee on which the academicians are represented along with the specialists in education; to improved student teaching programs; to more extensive and better planned teaching majors; to the development of higher standards of admission and retention; and to improved libraries.

No one interested in teacher education believes that NCATE's standards and procedures are perfect or even nearly so. The Council itself and its constituent members are committed to a continuing study and revision of both standards and procedures. It is obvious that any accrediting body will make mistakes and that some of the judgments it makes will be widely disputed and misunderstood. It is equally obvious that the process of accrediting has served and can serve as one useful means of quality control.

DON DAVIES, Executive Secretary,  
National Commission on Teacher  
Education and Professional  
Standards, National Education  
Association.

Washington, D.C.

IT IS DIFFICULT to determine just what Mr. Koerner was attempting to accomplish. There is little in the presentation to justify its being considered an appeal to reason rather than an appeal to the feelings, to tradition, to the maintenance of a status quo.

Few, if any, of the objections to the five major NCATE regulations seem to have any substance which can be adequately defended. Surely no strong academic community, after careful consideration, would care to take a stand against the NCATE requirements on the basis of these objections.

When the article is stripped of all irrelevant objections it seems to me that a strong case for the endorsement of the NCATE requirements is left.

C. L. WEAR.

Lincoln, Neb.

JAMES D. KOERNER's article is an excellent piece of work on an important topic. As a member of this college's committee on teacher education in the midst of preparations for an NCATE "visitation" I appreciate his remarks.

ROBERT W. SELLEN,  
Associate Professor of History,  
Baker University.

Baldwin, Kan.

MR. KOERNER DID yeoman service to the cause of education in his description and criticism of NCATE. It often occurs to me to wonder if there is any real necessity for the NEA and its wide-ranging subsidiaries.

Super-organization may be called for in business and industry and space exploration. But education is something else again, demanding that its organizers be "humanistically" educated—and this they in large numbers obviously are not.

And consider this anomaly: with a doctor's degree and no "education" courses I am good enough for the faculty of a liberal arts college or university, or even for an average teachers college; but unless I have a certificate for attendance on courses in "methods" and "laboratory experience" I am unfit for a public high school.

A. M. WITHERS.

Athens, W. Va.

AN UNBIASED EVALUATION of NCATE has been greatly needed. Mr. Koerner's article will encourage many institutions that have been shocked by NCATE's so-called standards to speak up.

THOMAS C. DONNELLY, President,  
New Mexico Highlands University,  
Las Vegas, N.M.

## ON VISITS AND VISITATIONS

REGARDLESS of Mr. Koerner's opinion of college accreditors, his sarcastic reference to their use of the word "visitation" was misplaced. Their campus inspection trips, in fact, are aptly described by the word which the "Merriam-Webster Collegiate Dictionary" defines as follows:

"1. A visit, especially an official visit, as of a bishop to a church, college, etc., in his diocese. 2. A visiting of affliction or punishment, or rarely, blessing, especially as a divine dispensation; hence, a severe trial or affliction. 3. [cap.] Eccl. a. The visit of the Virgin Mary to Elizabeth before the birth of Elizabeth's son, John the Baptist. b. The church feast (July 2) commemorating this visit. 4. Resort to a place by birds, mammals, or other animals, at an unusual time or in unusual numbers."

ROBERT C. HARRIS.

Philadelphia, Pa.

## STUDENTS AND REALITY

I WOULD LIKE to commend Professor James K. Feibleman for expressing in his final paragraph of "What Happens in College" [SR, Oct. 20] a point that needs considerably more emphasis in American education—namely, that college training often misleads the student when it teaches him the ideal and ought-to-be conditions of life at the expense of the real and actual conditions of this world. Too much of our education at all levels is either so past-minded or idealistic that it commits the sin of avoiding the here-and-now that the student faces when he enters the world outside of school campuses.

As a high school teacher, I am also concerned with this problem. When former

students return for a visit, they frequently complain about the insufficient information given them about the "outside." What we need, as Professor Feibleman implies, is more stress on the *practice* half in the theory and practice approach in the courses offered our youth.

RALPH BECKER,  
John Hay Fellow,  
Harvard University.

Cambridge, Mass.

ONE OF MY STUDENTS recently asked me, "Why do people go to college?" I wanted to be fair and give both positive and negative reasons, but my reasoning power failed me. Thanks to Mr. Feibleman and his well-written article, I can now offer an intelligent answer to this most important question.

(Mrs.) BONNIE SQUIRES,  
Yeadon High School.

Yeadon, Pa.

I AGREE WITH Professor Feibleman's observation that most college training is inadequate in preparing the student for what he will encounter in the "brute facts" of the world of practical affairs.

Colleges would do well to consider seriously the values of such a program as that of Antioch College. Here is a combination of a liberal educational philosophy and a demanding performance philosophy. The student is constantly exposed to the opportunity to test his ideas, his preconceived notions, his judgment, and his ability in various kinds of job situations as well as

the classroom. He may get discouraged and quit, but at least he has the chance to learn to know himself, the world of facts, and the world of ideas during his college years. Although he will still need more training in the employment field he chooses, he won't be a scared and inexperienced neophyte.

HELEN RUNNER.

Golden, Colo.

## ON NOT KIDDING WILLIE

THE EDITORIAL "Who's Kidding Whom?" [SR, Oct. 20] disturbed some of the first grade teachers of Round Lake, Illinois. Most of us have deplored the "gobbledygook of pedagogy," the tendency of administrators to undersell achievement and overplay "readiness." We have resented the controlled publications of primary textbook publishers. Since our aims reach beyond the desired results of the "experts" in the reading field, we have been forced to make and remake our phonetic worksheets each summer vacation.

We now send a letter to parents listing our goals for the first grade. Papers are sent home either at the end of each day or in a booklet at the end of the week, whichever method the individual teacher prefers. In contrast to Willie's in the editorial, these papers range in marks from Poor to Good and a perfect paper has a star. We too believe that "We serve them ill when we deny them the accurate and frank information that is the prerequisite for human growth and progress."

IMOCENE CASHMORE.

Grayslake, Ill.

## ANY SUGGESTIONS?

IN FIFTEEN YEARS of college teaching I have never been as excited about a course as an experimental one scheduled for January. To give it the best chance of success I need the help of SR readers.

One of our most popular courses in the Department of Sociology has been "Social Problems," and I have leaned heavily on contemporary literature—largely paperbacks—for collateral material. Since the residual value of such a course is in attitudes developed rather than in the mastery of factual material, I plan to experiment with one section, dispensing with the textbook-and-lecture approach. Instead, we shall seek the most revealing insights we can get from fiction or biography.

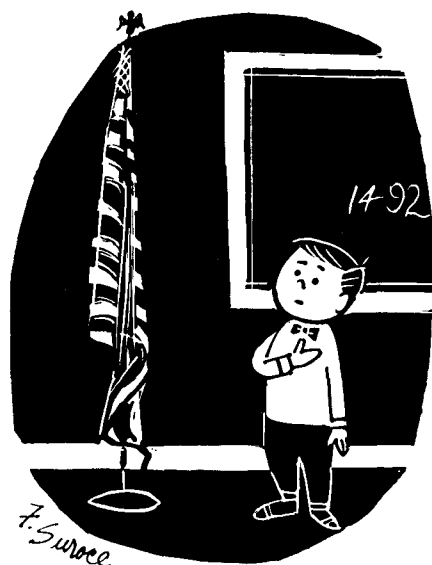
How much more understanding an undergraduate gets of the problem of alcoholism from reading "I'll Cry Tomorrow," of juvenile delinquency from "Knock on Any Door," of urban corruption from Lincoln Steffens's "Autobiography." No chapter in any textbook can equal such pieces for clarity of insight into the problem, especially when elaborated by carefully coordinated class sessions to supplement them and tie the experience together.

But what are the greatest sources? I need help. Ordinarily a "Social Problems" course covers the following areas: alcoholism, crime and juvenile delinquency, drug addiction, homosexuality, interracial and intercultural conflict, mental illness, poverty, prostitution, unemployment, war, and white collar crime. Because of the breadth of the material, the class will be given special training in speed reading to enable them to read at least two titles in each area during the semester.

Can SR readers help me? I shall appreciate any suggestions I receive. Paperback editions are preferred by the students because of the convenience and economy, but the adoptions will not necessarily be so restricted.

VAL CLEAR, Chairman,  
Department of Sociology and  
Social Work,  
Anderson College.

Anderson, Ind.



## Geography

Continued from page 57

successive years, that is for all years in primary and secondary education except for the first three years of the elementary school and for the last year of the middle school. His teacher is likely to be a specialist in the teaching of geography who has had advanced training in geography as a discipline, probably at a pedagogical institute. The Soviet approach to the teaching of geography and history is not one of amalgamation but rather of individual courses in each discipline taught by teachers specifically qualified in the subject."

From this and other reports it is reasonably safe to conclude that geography is in a strong position in the Soviet Union today. Although World War II jolted many of our citizens into a realization of the importance of geography, this lesson was largely forgotten in the postwar era. The appearance of Sputnik I gave us a second jolt. We are now in the process of reappraising our educational system, its goals and methods.

One of the results of this reappraisal has been the establishment of a joint committee of the National Council for Geographic Education and the Association of American Geographers to study ways for improving the teaching of geography in the high school. It is a national paradox that a subject that enjoys a respected place on the campuses of most colleges and universities, and one so vital for adult citizenship, should be so grossly neglected in the high school social studies curriculum. Perhaps the work of this committee will bring about needed improvement. In the meantime, what concepts do high school students in your community have concerning the geography of the Soviet Union, China, and India? (A study of high school seniors in the city of Columbus and in Champaign County, Ohio, revealed that 55 per cent of them considered their understanding of India inadequate.)

And what about geography in the elementary school? Is geography being taught in the schools of your community? Has your Johnny's teacher had a course in geography? When was the social studies curriculum last revised? Parents should know what is being done, and school authorities should continually evaluate present practices to see if there is need, or room, for improvement in the teaching of important understandings which will be needed by the citizens of tomorrow. An objective survey will in many cases indicate the desirability of restoring geography to the position it merits in the school curriculum.



JUST OUT —  
ONLY \$1.95


# Double-Crostics by Fans

## SERIES 2

Here is the second collection of D-C's by fans, containing 55 brand new puzzles constructed by accomplished amateurs from Maine to Oregon, Vermont to Brazil, Nebraska to Texas, edited by **DORIS NASH WORTMAN**.

Aficionados from all over the United States (and one now living in Rio) have turned their D-C solving talents to D-C making. Some of the contributors appeared in the *Series 1 by Fans*, many are newcomers.

The flat, spiral-bound volume will be a perfect companion through the frosty fall and the freezing winter. However you choose to spend these days: walking through a magnificent autumnal country scene, riding on ski lifts, waiting at half-time, or just sitting in front of a fireplace, you'll want to take your new D-C book along. Order your copy (or copies) today.

 *Note to anybody who is about to try a Double-Crostic puzzle for the first time: we promise you'll enjoy it. You'll feel a little like a detective, a little like a poet, a little like the fellow who solved the message on the Rosetta stone. All the equipment you need, in addition to the book (which contains quick, simple instructions for solving) is a pencil and a mind not overstuffed but nicely furnished.*

To your bookseller, or  
**SATURDAY REVIEW**  
25 West 45th St., New York 36, N. Y.  
Send me ..... copies of *Double-Crostics by Fans, Series 2*. Price \$1.95 each.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

(New York City residents, add 3% city sales tax)

## CLASSIFIED

CLASSIFIED ADVERTISEMENTS are accepted for things wanted or unwanted; personal services; literary or publishing offers, unclassified elsewhere; miscellaneous items appealing to a special intelligent clientele; jobs wanted; homes or camps for rent; tutoring; ideas for sale. All advertisements must be consonant with the character of *Saturday Review*. Rates for a single insertion, 55¢ per word, 10-word minimum. Count 2 extra words for Box and Numbers. Rates for multiple insertions:—52 times 47¢ per word each insertion; 26 times 49¢ per word each insertion; 13 times 51¢ per word each insertion; 6 times 53¢ per word each insertion. Full payment must be received seventeen days before publication. We forward all mail received in answer to box numbers and submit postage bills periodically. Mail to be called for at this office will be held 30 days only. Address *Classified Department, Saturday Review, 25 West 45th Street, New York 36, New York*.

## LITERARY SERVICES

**TOPS IN TYPING**—LEAHEYS, Seven Park Avenue, NYC. Murray Hill 6-4464.

**MANUSCRIPT TYPING**. Ambassador Office Service, 17 East 48th Street, NYC. PLaza 5-1127.

**MANUSCRIPT TYPING**—IBM. Also from TAPE. Joyce Smith, 931 Madison Avenue, NYC. BUTterfield 8-8316.

**REPRODUCTIONS** with or without retyping. Copy-script Inc., 112 West 44th Street, NYC, Circle 7-1057.

## BOOKS

**THE PAPERBACK BOOKSELLER** — "If it's bound in paper—we're bound to have it." 148 Front Street, Hempstead, N.Y. We pay postage.

**SOCIALIST BOOKS**. Catalogue, literature, FREE. New York Labor News Company, Dept. X, 61 Cliff Street, NYC 38.

**BRITISH BOOK BARGAINS**—all subjects. Catalogues free. Wants solicited. Transbooks, North Wantagh, New York.

**SAVE TO 84%** on publishers' overstocks. Free catalogue. Reader's Service, 5435 Upland Way, Philadelphia 31, Pa.

**BOOKS ABOUT ASIA**—ORIENTALIA. 11 East 12th Street, New York 3, New York. Free Catalogue S.

**MATHBOOKS**, world wide catalogue, second edition. Inexpensive paperbacks, filmstrips, materials mathematical. Send \$1.00 to: Mathbooks, 5047 Queen Mary, Montreal 29, Canada.

## FRENCH BOOKS

**THE FRENCH BOOKSHOP**, 556 Madison Avenue, New York. Give French books as Christmas gifts. Mail order catalogue 70¢.

## BOOKPLATES

**FREE CATALOGUE** — many beautiful designs. Special designing too. Address **BOOKPLATES**, Yellow Springs 7, Ohio.

## RECORD MART

78 R.P.M. RECORDINGS, 1902-'50, sold. Free list. Collections bought. E. Hirshmann, P.O.B. 155(A), Verona, New Jersey.

**IMPORTED GERMAN, AUSTRIAN, SWISS RECORDINGS**—Folk songs, current hits, operas, operettas, classicals. Ask for catalogue. Bremen House, 218 East 86th Street, New York 28, N.Y., REgent 4-2500.

**JAPANESE RECORDS**: Authentic Christmas gift. New list includes 100 classical stereo and LPs, over 600 in all. Catalogue \$1.00. American Shoppers, Box 206-S, Glendale, California.

## OUT-OF-PRINT

**BAER'S BOOK SEARCH**, 2856 Woodlawn Terrace, Memphis 27, Tennessee. We will find that book.

**TRANSATLANTIC BOOKSEARCHERS**. Wants or sought in England and America. Wantagh, New

**ANY BOOK LOCATED**. Free catalogue. MID-WEST BOOK SERVICE, 4301 Kensington, Detroit 24, Michigan.

**BIBLIOPHILES**: World Wide Research — immediate Quotations. Try me first! John Friend, Bookfinder, Box 2570, Long Beach 1, California.

**NAME THE BOOK**—We'll get it. CHICAGO BOOK MART, Chicago Heights, Illinois.

**LOCATE BOOKS!** Aardvarks Booksearchers, Box 668, San Diego 12, California.

**TAINTER'S CHICK BOOKSHOP**. Temple, N. H. Books on anything and everything. Try our search service for that certain book.

**FREE SEARCH SERVICE**. Any book located. Thousands successfully found. Paul Revere Bookshop, 12 Mason, Cambridge 38, Massachusetts.

**ANY BOOK YOU NEED** or want usually supplied from large selected stock of fine and scarce books. Kendall Gaisser, 1242 Broadway, Toledo 9, Ohio.

**YOU NAME IT—WE FIND IT**. Prices surprisingly low! INTERNATIONAL BOOKFINDERS, Box 3003-S, Beverly Hills, California.

**CAN'T GET IT?** We'll find it and fast. BEACON HILL BOOKSELLERS, 84 Charles Street, Boston 14, Massachusetts.

## ART

**FRIENDLY** Little Art School in quaint TAXCO. Individual instruction. Inexpensive living and tuition. Bilingual teachers. TAXCO SCHOOL OF ART, Taxco, Guerrero, Mexico. Brochure.

**CHRISTMAS CARDS**—8 masterpieces of graphi Assortment of 24—\$6.00. Exclusively at FAK lery, 746 Madison Avenue, NYC 21. Write for prospectus.

**BONNARD**—50 water colors and drawings for Petit Solfege Illustre (1893) and selected original lithographs including the Paravant A Quatre Feuilles. Through December 1st. Peter H. Deitsch, 1018 Madison Avenue (79th Street), NYC.

**MUSEUM-QUALITY PICASSO** woodcut of finest cubist still-life; hand-printed from original block; 99 copies. \$27.50. Bromsen Associates, 195 Commonwealth, Boston, Massachusetts.

**THE CHRISTMAS STORY** in thirty-four beautiful 2" x 2" color slides from paintings in the National Gallery; synchronized commentary included. \$12.50 postpaid. Send \$1.00 for other catalogues and samples of slides from Metropolitan, Detroit, Columbia, Louvre, Whitney Museums, etc. ARTCO, Box 455, Van Nuys, California.

**SAVE 65%** on African wood carvings sent to you directly from Africa. Over 300 items. Catalogue 25¢. Bennett, 956 52nd, Brooklyn 19, NYC.

**SET OF FOUR BRUSHES** for Sumi, Calligraphy, water color; \$1 postpaid. Off The Square, Sonoma, California. Free Lists.

## PERIODICALS

**MONTHLY BROADSIDE**. Author sketches, Interviews, Reviews. 10¢ copy, \$1 year. BOOKS, Box 711, Williamsburg, Virginia.

## FOREIGN PERIODICALS

**ITALIAN PERIODICALS AND BOOKS**. Italian Publications, 132 West 43rd Street, New York 36.

**FRENCH AND POLISH PERIODICALS** and books. ean Publishers, 132 West 43rd Street, New York 36.

**LITERARY PERIODICALS** from Europe, Akzente, Literatur Revue, Neue Rundschau, Buecherkommentare and many more. German News Company, Inc., 200 East 86th Street, New York 28, N.Y. BUTterfield 8-5500.

## BACK NUMBERS

**MAGAZINE SPECIALISTS**—Stock of 1,200,000 back issues. "BACK NUMBER" Wilkins, Danvers, Mass.

## LANGUAGES

**MASTER FRENCH VERBS** in 99 days. If you're studying French now, in high school, university or extension department, here's the key to success, tested and effective. Improvement guaranteed. Details free—write. Tutorial, 5047 Queen Mary, Montreal 29, Canada.

## COLOR SLIDES

**SENT ON APPROVAL!** Complete your collection with the scenes you missed. Select from thousands of colorful 35 mm slides from 88 countries—all as beautiful as your best originals. You name it, we have it—restricted interiors—**SEATTLE WORLD'S FAIR** (Century 21)—Oberammergau 1960—Tahiti—exciting peoples of the Far East! Send 25¢ for the big 88-page, 8th edition Wolfe Catalogue of Hi-Fi slides in true, living color. For more than 10 years Wolfe slides have been sent on approval—they have to be good. Wolfe Worldwide Films, Dept. 7112-B, 1657 Sawtelle Boulevard, Los Angeles 25.

## MUSICAL INSTRUMENTS

**NEUPERT HARPSICORDS, CLAVICHORDS.** Oldest, finest. Free Catalogue. MAGNAMUSIC, Sharon, Connecticut.

## FOR THE GOURMET

**DISCOVER MAINE TREATS!** "Atlantic" Brand. Impregnate finest shops! Norton Delicacies, New Milford, Connecticut.

**VIVE LA DIFFERENCE**—in the Bremen House Delicacies from Europe: Wild Boar, Sauerbraten, Kieler Sprotten, Bavarian Pine Honey and Lebkuchen from Germany; Gruyere Cheese, Fruit Preserves, Fancy Mushrooms, Finest Chocolates from Switzerland; Swiss Glaces, Brie Cheese, Escargots, Pates and Fours from France—and many more. Ask for Catalogue. Bremen House, Inc., 218 East 86th Street, New York 28, N.Y., Telephone: REgent 4-2500.

**"ROSE MILL" PRODUCTS**—Flours, Chowders, Preserves. Mill O' Milford, Box 761, Danbury, Connecticut.

## HOBBIES

**25 LARGE American Commemoratives 10¢.** Accompanying approvals. Free perforation gauge. Lin-stamps, St. Catherine's 114, Ontario.

**327 WORLDWIDE Different 25¢.** Bargain approvals. Niagara Stamps, St. Catherine's 214, Ontario.

**103 DIVERSIFIED British Commonwealth 10¢.** Approvals included. Crown Stamps, Virgil 614, Ontario.

## PERSONALS

**MONEY, FUN AND FAME** for appearing on TV. Need unusual contestants for quiz show. Are your marriage, job, opinions unique? Call Mrs. Garreth, YUkon 6-3535 NYC between 10 and 6 weekdays.

**STRATEGIC BOARD GAMES!** Books on games! Free catalogues. Classic Games, 2481 Davidson Avenue, NYC 68.

**RECORDERS (FLUTES) KUENG SWISS Import.** Dolmetsch, Purcell, \$5, \$7.50 up! Student Special, Corelli, \$3.95; Recorder Music, Methods. Guitar Music. Free catalogue, 11-2-C, HARGAIL, 157 West 57th Street, NYC.

**"POEMS OF PESSIMISM," "The New Materialism," "Poems of People," "Poems of Pain," "Threnody,"** 2¢ each, \$1 complete. Ed Stillman, Box 705, Halandale, Florida.

**REAL SPANISH CONVERSATION** can be yours, quick and easy. Instant Spanish teaches exciting, new method. This system really works. Drop card to Trader May, Box 3488-H, Ridgecrest, California.

## PERSONALS

**PLANNED CREATIVE THINKING** for More Creative Living—Lectures, Steinway Hall, Sundays, 1:30 P.M. Information Plaza 7-3400 NYC, Ext. 1705.

**IT'S TIME** for those sturdy, handsome handknit Irish sweaters with the "Aran" stitches which you can get in colors or off-white, pullover or buttoned, from Carol Brown, Putney, Vermont. Slacks, skirts, coats to order.

**TOP CASH PAID** for letters and documents of famous people. Immediate decision! Immediate payment. Ask TODAY for free brochure, "How To Sell Your Autographs." Catalogues issued. Charles R. Hamilton, 25 East 53rd Street, NYC 22, ELdorado 5-3464-5-6.

**LIVE IMPORTED COFFEE TREE**—miniature indoor growing . . . anywhere. 8-12 inches, \$3.00 delivered. Also miniature Florida Orange Tree \$3.00 delivered. Airport Fruit-Shipper, Miami 59, Florida.

**BRITISH SHOES FOR GENTLEMEN**, at a fraction of their American retail prices! \$10.95 includes duty and import charges. Delivery in ten days from receipt of order. Money-back guarantee. Write for free illustrated catalogue. Steven Williams, Sr., Ltd., 40 Chatham Road, Short Hills, New Jersey.

**OVERSEAS POSITIONS** offer high salaries, free travel. Comprehensive new booklet reports all possibilities for employment abroad—administrative, teaching, librarian, secretarial, medical, sales, professional, engineering, public relations, radio, other occupations. Booklet includes exclusive directory of American companies in sixty countries, and also surveys international organizations, Government careers overseas, summer jobs, English-language newspapers overseas. \$1.00 postpaid. Satisfaction guaranteed or payment refunded. Hill International Publications, P.O. Box 79-X, East Islip, New York.

**INSIGHT**—Religion and Mental Health Quarterly, \$5. 3140-F Meramec, St. Louis, Missouri.

**DOG CHRISTMAS CARDS**, hand colored. 25¢ brings sample. State breed. Betsey Brownell, 192 Bowen Street, Providence 6, Rhode Island.

**RECORDERS** make perfect Christmas presents. Records, music, too. Free catalogues. RECORDER CENTER, Amenia, N.Y.

**"OLD MacDonald Had a Farm";** he did, that is, until he signed up for an air-conditioned duplex penthouse in a Dwelling Managers, Inc. building. Spacious, well-designed flats at moderate rentals in handsome, modern fireproof buildings, at various choice East side locations. Air-conditioning, attentive doormen, carpeted halls, public "sun deck" terraces with congenial atmosphere. Dwelling Managers, 529 Fifth Avenue, New York 17, New York. Please contact Mrs. Malone at YUkon 6-1700 for further information.

**WORLD FAMOUS CLASSICAL GUITARS AND LUTES:** Fine collection of the leading masters of Spain and Western Germany shipped on approval. Most reasonably priced. Write for particulars. Locker's—Importers, 21 South 18th Street, Philadelphia 3, Pennsylvania.

**AMIGOS!** Want to greet your friends with distinctive Mexican Christmas Cards? These full color cards reflect the charm of Old Mexico. For sample packet send 10¢ to: Artes de Mexico, Dept. S-10, 1039 Inca Street, Denver 4, Colorado.

**"STOP"—PERS**—Glass Stoppers for Decanters. We can replace missing or repair broken stoppers, also china and glass covers. Hess Repairs, 168 East 33rd Street, NYC 16.

**WE MOVE YOU WITHOUT TEARS**—and economically. Insured, household moving, packing, and storage. Vans and station wagons—local, long distance. THE PADDED WAGON, INC., ALgonquin 5-8343 NYC.

**WINTER COMFORT**—Sheepskin, sealskin, double deer-skin and 30 other moccasins, slippers, boots, casuals, after ski boots. Free catalogue or visit us. Cottage Crafts Shop, 116 North Main Street, Rutland, Vermont, on Route 7 North.

**HAVE YOU OUTGROWN ORTHODOXY?** American Humanist Association welcomes you! Nonpolitical, non-supernatural. Local chapters, publications. Three month trial membership \$1; year, \$5. American Humanist Association, Dept. SR5, Yellow Springs, Ohio.

**OFFSET PRINTING**—24 hour service. \$6.75—1,000; \$18.50—5,000; 8 1/2" x 11". National Letter, 300SR West 43rd Street, New York City 36.

## PERSONALS

**WE PAY \$14.00** for \$1.00 gold coin, 14c for Indian head cent. Werner, Box 782, Pompano, Florida.

**RUTH DRAPER** reads "Doctors and Diets." Hilariously absurd. 12" LP. \$5.95. Check-Money Order. Spoken Arts, Box 542, New Rochelle, New York. Catalogue available.

**YOUR GLOBAL ADVENTURE.** Largest journal of actual positions for teachers, administrators, students, librarians, scientists, etc. NOT just a list—includes specific U.S. and foreign positions open now. Approved since 1952. RUSH \$1.00 for current issue. Yearly membership \$6.00 (9 issues). Manual, "Teaching Opportunities in Switzerland," 50¢ or FREE with yearly. Advancement Institute, 171 North 9th Street, Brooklyn 11, N.Y.

**ANTIQUE MAPS** by mail. Catalogues 25¢. Straight, 349 East 10th, NYC.

**OLD LETTERS WANTED.** Authors, scientists, military leaders, musicians, American statesmen, etc. Collections and important single items bought and sold. Especially interested in literary material. Catalogues issued. Walter R. Benjamin Autographs, 18 East 77th Street, NYC 21. REgent 4-3902. Established 1887.

**CAROL BROWN**, Putney, Vermont, will "poncho" one of her delightful warm fringed 36" x 54" blankets for you, or slice it halfway up the front for highly convenient and attractive stole-cape. Circular.

**LEATHER GLOVES.** Men's, Ladies'. Best quality. Reasonable. Free catalogue. F. R. Morrell Glove Co., Gloversville 2, N.Y.

**COVERED WAGON MOVERS.** Competent, experienced, insured. For estimate call Jerry McGruddy, ALgonquin 5-1788 NYC.

**REMEDIAL READING.** SR parent with poor or non-reading child? For help, call OLYmpia 7-7082, NYC.

**COLLEGE CLASSIFIED** reaches 700,000 readers. Details free. CO/AD, 396A Park, San Jose, California.

**ATTRACTIVE DOG** offered excellent home in Ashland, Ohio. Write SR Box A-533.

**CHINESE LINGUIST, EDITOR,** seeks position in research, translating, publishing. Box Z-999.

**WILL TAKE (TRAVEL)** you anywhere—extensive experience living and traveling abroad—professional nurse. Box A-313.

**LATIN TUTORING**—high school level. Experienced teacher. NYC. JErome 6-3107.

**MOUNT HOLYOKE GRADUATE**, teacher, 22, Oslo-based, seeks work. Box A-536.

**PERSONABLE FRENCHWOMAN**, 36, educated, cultured, well traveled, fluent English, light typing, wishes live-in position with same. Box A-534.

**SCULPTOR, M.A.**, desires teaching position east coast. Experienced, fine references. Box A-532.

**CAPABLE GENTLEWOMAN** manage household. Writes, cooks, plays golf, tennis, bridge. Box A-524.

## EMPLOYMENT OPPORTUNITIES

**COLLEGE GRADUATE:** Interesting, individualized work, Liberal Arts background, free to travel when necessary. Interviews in New York City. Salary plus benefits. Box Z-789.

**HISTORY, GEOGRAPHY,** Literature, Drama, Art, Cinema: Educators—Free-lance editors needed to simplify and edit for American readers translated encyclopedia articles (4,000 to 40,000 words) on above categories for all European nations. Clear style, knowledge of subject and ability to update material essential. Box A-540.

**FOREIGN AFFAIRS EXPERT:** European scene analyst; Jewish culture. Salary about \$10,000. Gertrude Stein Agency, 64 West 48th, NYC.

**SOCIAL SERVICE:** Field, District and Executive Directors, female. Positions available in United States and territories; Bachelor's degree and experience emphasizing public relations. Resume to Box A-530.

(Continued on page 80)



## CLASSIFIED

(Continued from page 79)

### HOUSES AVAILABLE

#### For Sale

**CHOICE OF A COUNTRY GENTLEMAN**—14 rooms, all spacious. Built 1840. Completely modernized but retaining all the Colonial charm. Large fireplace living room, modern kitchen and laundry, 3 modern baths. Modern oil-fired steam heat (G.E. unit). Two car garage. Beautiful shade trees. 5 acres or more if you desire. All this within 30 miles of six major ski areas, Dartmouth College and Lake Sunapee. Price \$32,500. For particulars and pictures write Merrill Dodge, Realtor, 54 South Street, Claremont, N.H.

**SECLUSION AND CHARM** in country living. Converted English cottage in Rockland County, New York, one hour from NYC. 5 large rooms, 2 baths, 2 fireplaces, swimming pool. \$32,000. D. Pound, New City, N.Y. Call New City 4-3239, YUKON 6-7000 NYC.

**OZARK HIGHLANDS HOME**, 2 years old, 10 rooms, cathedral ceilings, 3 fireplaces, stables, 10 acres. Owner, Box A-527.

#### For Sale—Furnished

**NASSAU, BRITISH BAHAMAS**—Luxurious furnished hilltop mansion with pool, central air-conditioning—all amenities of graceful living. On landscaped grounds at highest point of Nassau, all around sea view. \$240,000. Private. Box 943, Nassau, Bahamas.

#### For Rent—Furnished

**SPRECKELSVILLE, MAUI, HAWAII**—Spacious, beach-front one-level residence. 4 bedrooms, 3 baths, ultramodern kitchen, beautifully furnished. Acreage studded with coconut palms; near shopping, airport. \$500 per month. Victor Martin, 1340 Balmoral Drive, Detroit 3, Michigan.

**BRITISH VIRGIN ISLANDS**—House on Tortola, 25 miles St. Thomas. 2 bedrooms, large terraces, 20 acres. \$195 week, \$595 month. Box A-94.

#### For Rent—Unfurnished

**CORNISH, N.H.** Charming Colonial 9 room home. 29 acres. Ultramodern kitchen, 2 fireplaces, 3 baths, oil heat. Near ski lifts, Dartmouth. \$150. ORegon 4-8269 NYC, Box A-542.

### HOUSES FOR EXCHANGE

**HOLIDAY HOME EXCHANGE BUREAU** will arrange between reputable approved people. Write Box 555, Grants, New Mexico.

### ROOMS AVAILABLE

**CULTURED WOMEN.** Rooms. Private country house near NYC. Box A-537.

### PROPERTY FOR SALE

**FOR RECREATION OR RETIREMENT.** Vermont land. Mountain views, adjoining lake, large private beach, off paved road, half mile to village, nearby skiing, fishing, hunting. John H. Macleod, Wallingford, Vermont.

**SECLUSION:** within 45 minutes of White House. Natural hilly woodlands, thickly covered holly and dogwood. In protected 5 acre Reserve across from Mt. Vernon. Overnight cabin—electric stove and refrigerator. \$10,500. Box A-217.

**OZARK RETIREMENT PROPERTY** on lake. McDonald Meadows, Bull Shoals, Arkansas.

### BUSINESS OPPORTUNITIES

**BOOKSHOP.** Ideal business—prime location. \$17,500. Established 1951. Desert Bookshop, Palm Springs, California.

### CAMPS

**VENI, VIDI:** next year my boy (girl) will be in an "ideal" camp. Now is the time to write, visit the Appel Farm Art & Music Center, Elmer, New Jersey.

**SUMMERLANE**—An American Summerhill. Room 811, 225 Lafayette, New York 12.

**A CAMP OF NOTE:** All instruments, Voice, Concerts. Recitals, Trips, Swimming, Sports. Accredited Music Teachers and Counselors. Empire State Music Camp, Hurleyville, N.Y., Joseph LaRuffa, Music Director.

## RETIREMENT LIVING

**WILL YOUR RETIREMENT** be a pleasure . . . or a problem? All of your retirement needs can be provided at CRESTVIEW CLUB APARTMENTS. The newest, most carefully appointed apartment-type building in the eastern United States for those 60 years and over. Located in suburban residential Toledo, Ohio, near shopping with good transportation. Meals, services and guaranteed life care if and when needed for reasonable monthly fee. For full information on life lease program, write: J. J. Boomgard, 5330 Harroun Road, Sylvania, Ohio. You will enjoy freedom, friends and fine food at CRESTVIEW.

### VACATIONS

**THE MANOR** in Asheville, North Carolina, welcomes creative people. Pleasing rates, beautiful surroundings.

**IN FT. LAUDERDALE**, take FRENCH LEAVE. Efficiencies, bedroom apartments, TV, Pool, Public beach. FREE Color Brochure. Write: FRENCH LEAVE, 4228 Ocean Drive, Ft. Lauderdale, Florida.

**BLUEBERRY HILL!** Christmas! Lucullan food. Nothing whatever to do. Brandon, Vermont.

**HOTEL PLAYA MAZATLAN**, directly on beautiful beach, tropical setting. Excellent International cuisine, best in Mexico. \$15.20 double occupancy, American Plan, summer rate. Newly decorated. Elevator. Mazatlan, Sinaloa, Mexico.

**RELAX**—in the Sarasota County Vacation Area. Informal, literate. From luxury accommodations to simple beach cottages. Get fact-filled brochure: Chamber of Commerce, P.O. Box 308E, Sarasota, Florida.

**SEE or SKI** Rangeley this winter—Stay at Rangeley View Camps. Oil heat, complete kitchens, beautiful location. Folder. Rangeley View Camps, Box 185, South Shore Drive, Rangeley, Maine. Telephone 225-2.

**THANKSGIVING WEEKEND.** Country harvest dining. Family Rates. Brochure. The Inn at East Hill Farm, Troy, New Hampshire.

**NASSAU, BAHAMAS**—Ocean Spray Guest House. Facing beach. Cheap! Box 1558, Nassau.

**TRADE HOMES** for vacations anywhere. Write International Home Exchange, P.O. Box 35834, Dallas 35, Texas.

**COME EARLY TO TUCSON** before heavily booked season begins. Near the University. Charming rooms and patios; excellent food. American Plan. \$11 to \$15 a day. CHRISTOPHER SQUARE INN, 1035 East Mabel Street, Tucson, Arizona.

**PELICAN COVE**—Florida Keys. Immaculate oceanside apartments, beach, swimming, fishing, skindiving, shelling, birdwatching, loafing. Literate, congenial company on balmy tropical isle. Tom and Carolyn Brown, Islamorada.

**SAN FRANCISCO ON A BUDGET?** Charming, centrally located. Hotel Beresford, 635 Sutter Street.

**NOTHING TO OFFER** but gracious living at the beautiful Alabama Hotel in Winter Park, Florida. Spacious tropical park making out-of-doors living a delight. 1,500 feet private frontage on Lake Maitland. Every opportunity to enjoy Central Florida and the unsurpassed winter climate to the fullest. Cultural, private club atmosphere. American Plan. \$13 to \$18. Inquire about special rates for year round occupancy.

**WASTING YOUR HOLIDAY?** . . . Over one thousand Americans this year enjoyed hobbyist, professional classes in arts, crafts, writing, Spanish, history at famed Instituto Allende. Sunshine, field trips, fiestas, Mexico's most beautiful town. Prospectus? Stirling Dickinson, Director, Box 6, San Miguel Allende, Guanajuato, Mexico.

**LA ORILLA**, Islamorada, Florida Keys. Villas for lazy living. Quiet, tropical Paradise. Day-Week-Month.

**TUCSON, ARIZONA.** WILMOT INN provides swimming pool, beautiful gardens, friendliness, exceptional food, transportation to University functions. Apartments, patio rooms—European plan. Address 330 South Wilmot.

**FOR THOSE WHO** want every facility and service, plus the tranquillity of casual beach life, write THE FIELDS for literature about their delightful COLONY BEACH RESORT, on Longboat Key, Sarasota, Florida.

## TRAVEL

**THE TRAPPINGS ARE NEW** but the rates are traditional at the Tudor Hotel in New York City. Comfortable accommodations, including private bath, from \$30 weekly. Convenient to all transport, restaurants, churches, shops, art, theatres. Located in fashionable Tudor City, adjacent to United Nations. Write Mr. Earl R. Powers, Manager, Tudor Hotel, 304 East 42nd Street or phone 212-YUKON 6-8800.

**EUROPEAN TOURS, 1963:** June sailings, 32-60 days in Europe, \$1,095-\$1,495. Also special Tour for Young Adults, \$1,375. Free brochure. Write Prof. L. Knecht, KNIGHT TOURS (SR), Northfield, Minnesota.

**MEXICO.** Write today for free official information letter and illustrated folders. MEXICAN GOVERNMENT TOURISM DEPARTMENT, Paseo Reforma 35, Mexico City, D.F.

**SAVE MONEY ON YOUR NEXT TRIP** to New York. New York is inexpensive if you don't insist on running with the herd. Stay at the Hotel Paris and use our folder: "New York for Free." All rooms with bath; free swimming pool; family rates. Write to M. L. Walter, Hotel Paris, New York 25.

**FREIGHTER TRAVEL.** Ford's Freighter Travel Guidebook gives complete information on hundreds of lower cost trips you can take on passenger carrying freighters from U.S. and Canadian seaports to all parts of the world. New 20th edition shows where they go, how long they take, what they cost, gives addresses of Steamship Lines, everything needed for planning vacation travel, 112 pages fully illustrated, price \$2.50 postpaid. (No C.O.D.s). Ford's Freighter Travel Guidebook, Dept. 19, 2031 Glendon Avenue, Los Angeles 25, California.

**ZULULAND**, the Drakensberg Mountains, the Congo Caves—these and other exotic places highlight your tour of South Africa. And for contrast, supermodern Johannesburg, charming Cape Town, fun-loving Durban. See it all, in comfort and security, at a price about \$25 a day. Write to Satour, Dept. P Fifth Avenue, New York 20, for literature.

**SCANDINAVIA.** Conducted tours, seeing Denmark, Fairytale Land, Sweden, Dalecarlia, Norway, and fjord cruise. 22 days. Free colorful folder. Write Maupintour, Folder SDS, 400 Madison Avenue, New York 17.

**EUROPE—AN UNREGIMENTED TOUR!** Discover this bargain. Write Tours, 255-B Sequoia, Pasadena, California.

**EXPLORE OFFBEAT MEXICO.** Write Mr. Jordan, 265 West 14th, NYC 11, Suite 614. ALgonquin 5-3410.

**GREENWICH VILLAGE, U.S.A.** Stay at the Hotel Albert, East 10th Street and University Place, NYC. Kitchens available. Moderate rates. Call ORegon 7-0100.

**SOUTH PACIFIC ODYSSEY.** Mrs. Gladys Long conducts her second annual luxury cruise tour, sailing aboard Matson's SS MONTEREY March 17th, 1963, seeing Bora Bora, Papeete, Moorea, Rarotonga, New Zealand (8 days touring Auckland, Rotorua, Wairakei, Geyser Valley, Waitomo Glow Worm Cave, Christchurch, spectacular Milford Sound, Te Anau, Mt. Cook, Australia (Melbourne, Canberra, Sydney), Fiji Isles, Niuafolou, Pago Pago, and Honolulu. 43 days, beginning San Francisco. From \$2,773. All shore excursions and comprehensive sightseeing, special entertainments included. The best hotels. For brochure and reservations, write Mrs. Gladys A. Long, Maupintour Associates, The Malls, Lawrence, Kansas.

**BEEKMAN TOWER HOTEL** has special WEEKEND rates—most attractive package plans for luxurious two- and three-day stays. Write or call for reservations. If you're driving to New York, use the road map showing how to avoid city. You'll enjoy your visit because you're so near everything: theatres, shops, museums, art galleries, the United Nations. Two popular-priced restaurants offer delicious food. The Top of the Tower Cocktail Lounge is delightful and commands breathtaking views of the city and the East River. Beekman Tower Hotel, 49th Street and 1st Avenue, New York 17, 212-ELDorado 5-7300.

# KINGSLEY DOUBLE-CROSTIC NO. 1494

Reg. U.S. Patent Office

By Doris Nash Wortman

## DEFINITIONS

A. Substituted for (4 wds.).

B. Region and ancient kingdom of E. Spain, held by the Cid against the Moors, last five years of 11th cent.; wildly popular song, Roaring Twenties.

C. Manner of giving assistance where not needed.

D. Adequate rewards (for labors, etc.; 2 wds.).

E. Amer. playwright and war correspondent, World War I (1889-1954; "Berkeley Square," etc.)

F. Failed to follow suit, in cards, when perfectly able to do so.

G. The adverse position regarding (2 wds.).

H. Vinous.

I. The number of those that "safely lay in the shadow of the fold" (comp.).

J. Rice and meat (usually ham) cooked together (Louisiana specialty).

K. Inadvertently; unconsciously.

## WORDS

94 150 218 122 12 6 118 145 62 159 178  
33

65 147 28 190 102 93 82 75

133 90 213 29 111 192 56 81 183 100 43

92 125 163 2 141 160 49 67

152 142 96 109 136 131 34 121 63 176

72 66 181 74 51 108 220

32 7 54 38 143 161 177 71 123 193 113  
153

194 163 76 70 97

168 175 78 132 30 151 188 127 164 219

138 87 73 95 101 162 5 86 119

120 24 1 18 20 135 196 207 106 47 155

## DEFINITIONS

L. Pitti-Sing said a beautiful maid was a cheering this to a "man afraid" (3 wds.).

M. Labeled.

N. Comely young women in bathing suits.

O. Took a little bite.

P. Position of great precariousness (4 wds.).

Q. "All our yesterdays" (2 wds.).

R. German cartographer, credited as first to call the new world America (1470-1518; Latin version of his name).

S. Describing a famous "evening" in the recent theater.

T. Containing, or forming, a ninety-degree shape (comp.).

U. Polish noblewoman, mother of Napoleon's son who became pres. of the legislature 1865.

V. In geometry, a contact having three or more points in common.

W. Went in a hurry (2 wds.).

X. Sifting and examining present considerations pro and con.

## WORDS

148 77 165 198 53 60 180 211 40 201

126 117 182 79 203 41

16 80 104 149 26 184 9 42 22 19

205 23 36 57 45 154

171 110 13 167 137 217 85 206 11 144

186 200 55 37 3 158 68

21 17 58 105 189 215 202 31 166 50 39

107 116 216 52 130 88 4 128 173

172 27 208 195 199 112 64 169 46 59 89

44 8 157 187 170 210 84 204

61 191 83 139 179 25 48 114 91 99

124 35 174 69 156 146 14 134 214

15 209 129 197 212 10 140 98 115 185

## 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 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	K	2	D	3	Q	4	S		5	J	6	A	7	G	8	U	9	N	10	X		11	P	12	A						
		13	P	14	W	15	X	16	N	17	R		18	K	19	N		20	K	21	R	22	N		23	O	24	K	25	V	26	N				
27	T	28	B	29	C	30	I	31	R				32	G	33	A		34	E	35	W	36	O	37	Q	38	G	39	R	40	L	41	M	42	N	
43	C			44	U	45	O	46	T	47	K			48	V	49	D	50	R	51	F	52	S	53	L		54	G	55	Q	56	C	57	O		
58	R	59	T			60	L	61	V				62	A	63	E	64	T	65	B	66	F	67	D		68	Q	69	W	70	H	71	G	72	F	
		73	J	74	F	75	B	76	H	77	L	78	I	79	M			80	N	81	C	82	B	83	V	84	U	85	P	86	J			87	J	
88	S	89	T			90	C	91	V	92	D	93	B	94	A	95	J	96	E	97	H			98	X	99	V			100	C	101	J	102	B	
103	D	104	N	105	R	106	K	107	S				108	F	109	E	110	P	111	C	112	T	113	G	114	V	115	X	116	S	117	M	118	A		
119	J	120	K	121	E	122	A	123	G	124	W	125	D	126	M	127	I	128	S	129	X			130	S	131	E	132	I			133	C	134	W	
135	K	136	E	137	P			138	J	139	V	140	X	141	D			142	E	143	G			144	P	145	A	146	W			147	B	148	L	
		149	N	150	A	151	I	152	E	153	G	154	O	155	K			156	W	157	U	158	Q	159	A			160	D	161	G	162	J	163	H	
164	I	165	L			166	R	167	P	168	I	169	T			170	U	171	P	172	T	173	S	174	W			175	I	176	E	177	G	178	A	
		179	V	180	L	181	F	182	M				183	C	184	N	185	X	186	Q	187	U	188	I	189	R	190	B	191	V			192	C	193	G
		194	H	195	T	196	K	197	X	198	L			199	T	200	Q	201	L			202	R	203	M	204	U	205	O	206	P	207	K	208	T	
		209	X	210	U			211	L	212	X	213	C	214	W	215	R	216	S	217	P	218	A	219	I	220	F									

Solution of last week's Double-Crostic will be found on page 10 of this issue.

NOVEMBER 17, 1962

Saturday Review