

KINGSLEY DOUBLE-CROSTIC NO. 1490

Reg. U.S. Patent Office

By Doris Nash Wortman

DEFINITIONS

- A. Pounce upon and seize (2 wds.).
- B. Mythical lumberjack corresponding closely to Paul Bunyan (full name).
- C. Geologist's term for formed on the surface of the earth.
- D. Recite in a measured manner.
- E. First Ben Hur of the movies, 1926.
- F. Tree that can shelter a thousand men.
- G. Tendency to adopt costume, mental habit, attitudes of the other sex.
- H. Any species of *Ranunculus*.
- I. Penetrating vision (2 wds.).
- J. What "God gives us to see" as a basis for action (2 wds.; Lincoln's 2nd Inaugural).
- K. Any building architecturally like the Pantheon at Rome.
- L. Make amends (1 wd.); in agreement (2 wds.).
- M. Visible sign remaining of something no longer there, either lost or perished.
- N. Opinionated (Fr. wd.).

WORDS

31 4 30 174 52 120 86 183 97

173 92 170 156 179 32 121 48 149 79

193 146 22 165 33 61 143

152 161 172 34 197 94

39 82 35 3 139 177 88

68 160 112 123 176 6

128 56 66 78 190 18

115 11 41 175 57 84 171 181

148 106 9 73 77 1 24 116 81

58 195 107 50 5 93 142 7

70 117 162 180 122 75 102

67 194 169 114 36

42 14 145 91 25 198 80

138 71 20 119 166 153

DEFINITIONS

- O. Quit (2 wds.).
- P. Segregate.
- Q. Rare Amer. stag, except in reservations.
- R. Surmised.
- S. Another adj. for Burns' "wee, sleekit, cowerin'" beastie.
- T. Any important public thoroughfare, on water as on land.
- U. The man who, George Eliot said, can fight a battle he is sure of winning.
- V. English romantic novelist in government service in South Africa (1856-1925).
- W. Biologist's term for self-division.
- X. Amer. journalist, playwright, Hearst feature writer (1880-1946).
- Y. One of the two things composing "a Persian's heaven", acc'g to Thomas Moore.
- Z. In what to grow better every day (2 wds.).
- Z'. Japanese general who captured Bataan and Corregidor, May 1942 (1885-1946).

WORDS

155 76 186 85 191 158 133

15 60 150 69 47 28 141 43 118

26 108 124 72 55 10

64 23 104 12 54 100 90 178

95 196 189 17 37 135 151 2

137 163 168 59 101 131 13

127 188 130 184 105 110

21 53 74 83 129 134 98

113 96 154 167 63 157 192 185

187 111 164 132 65 46

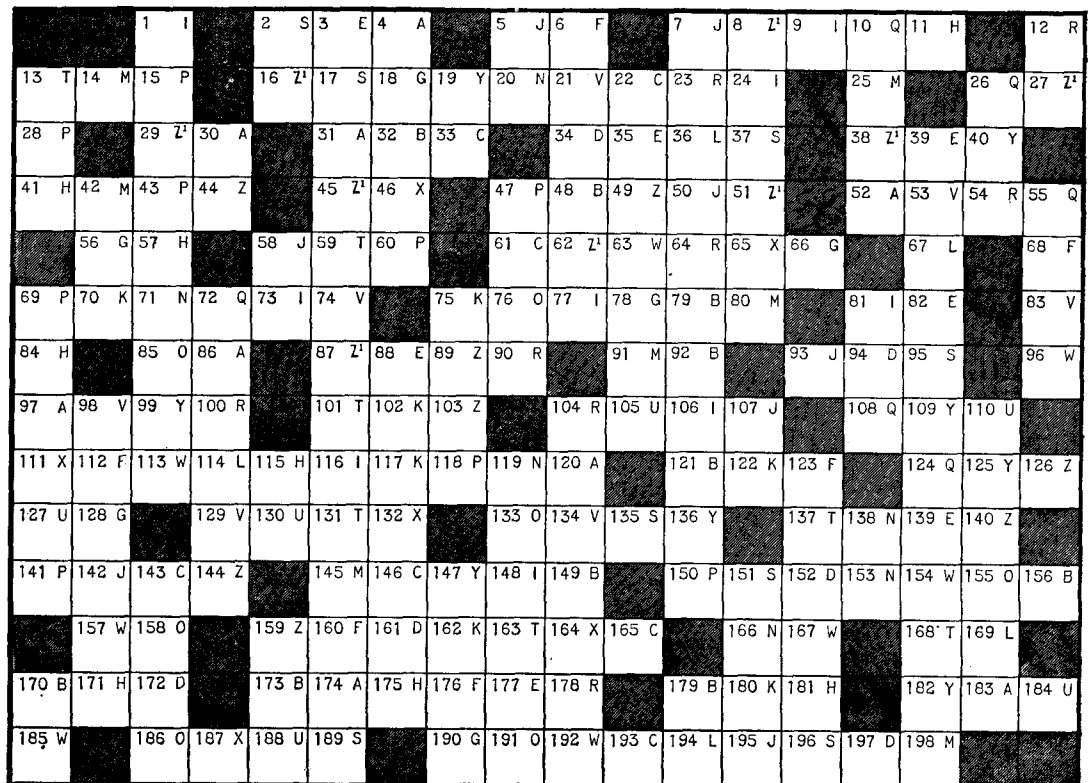
125 19 136 147 109 182 40 99

140 89 49 44 144 159 126 103

51 38 87 62 16 8 45 29 27

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.



Solution of last week's Double-Crostic will be found on page 12 of this issue.

OCTOBER 20, 1962

Saturday Review

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



Would you pay 81¢ a loaf?

You'd be upset too, if your grocer marked up the price of bread 300 per cent. But many consumer-owned rural electric systems are paying 300 per cent more than others for the power they distribute to rural America. This is the same as paying 81 cents for 27-cent bread!

Rural electrics—financed by Rural Electrification Administration loans and built by people they serve—actually generate only 16 per cent of the electricity they distribute. The rest they buy. Unlike other businesses, most rural electrics have only *one* source of wholesale power. That's

why 133 electric cooperatives have signed restrictive, dual-rate contracts with commercial power companies in order to get the electricity they need.

These contracts force rural electrics to pay power suppliers two prices for electricity—one price for small consumers, and a higher price for power sold to larger users. This usually prevents rural electrics from serving larger loads, but leaves them with costly, scattered consumers—threatens the futures of many locally-owned electric systems.

No wonder, some rural electrics

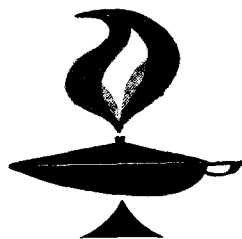
plan to “bake their own loaf” by building generation-transmission systems with REA loans. This is the only way they can carry out their obligation to provide plenty of reasonably-priced power for fast-growing rural America.

**AMERICA'S
RURAL
ELECTRIC
SYSTEMS**

Owned and operated by people they serve



EDUCATION IN AMERICA



Education Editor: PAUL WOODRING

Associate Education Editors: JOHN SCANLON, JAMES CASS

Who's Kidding Whom?

WHEN Willie brings his classwork home from the first grade, his papers are usually marked on a scale that ranges from "Good" through "Very Good" to "Excellent." If he is the first-born and his parents have not been actively involved in school affairs, there is likely to be rejoicing in the home that the young scholar is doing so well. Even at the semiannual parent-teacher conference the most critical comment on Willie's progress will probably be, "He needs to work a little harder on his numbers, but he has adjusted very well to the group." Without persistent probing the parents may never discover, until Willie is long out of the primary grades, whether he is leading his class in academic achievement or is rocking along comfortably at the very bottom.

Efforts to camouflage the grim realities of individual differences have been popular since long before the "bluebirds" and the "brownies" designated ability groupings in classrooms a generation or more ago. The intention has always been to avoid unnecessary abrasion of the youthful spirit in the institutionalized environment of the school. Yet youngsters have seldom been fooled—and never for long. And the process of avoiding the hard facts of competitive life raises serious questions of educational efficacy—as well as veracity. The unillusioned eyes of childhood see clearly who achieves in the classroom. It is much easier to deceive them about the kind of effort that is rewarded in our society and to confuse them about what words really mean when used to describe effort and attainment.

In recent years the problems of large city schools have led to similar efforts to buffer slum children against unfeeling or unthinking references to the brutal facts of their existence. Some months ago a report prepared for the use of the New York City school staff, in dealing with parents and children from deprived neighborhoods, highlighted the problems involved. Much of the report makes common-sense recommendations for treating slum dwellers with human kindness and understanding. But it is another matter to recommend that "low income children" or "deprived children" be described as "children unable to secure much beyond the necessities of today's world because of the modest finances of the family." Who's kidding whom? The children know they are poor; the parents are even more aware. The problem goes far deeper than the euphemisms of classroom or guidance office, and a flood of well-meaning words will neither spare human feelings nor clarify social issues.

The language of education has often been the target of vociferous slayers of semantic dragons. The gobbledygook of pedagogy, like the jargon of other professions, has been furiously attacked for its barbarity of style and its murkiness of expression. But perhaps even more crucial is the well-intentioned language designed to conceal the hard facts of educational issues. Laudably aimed at sparing the feelings of human beings, it too often ends by confusing and obscuring the realities of the problem.

Willie in his suburban school and his counterpart in the city both deserve our understanding, our sympathy, and our aid. But we serve them ill when we deny them the accurate and frank information that is the prerequisite for human growth and progress.

—J. C.

EDITORIAL 71

LETTERS TO THE EDITOR 72

WHAT HAPPENS IN COLLEGE

By James K. Feibleman 74

TEACHER EDUCATION:

WHO MAKES THE RULES?

By James D. Koerner 78

THE SOCIAL UNREADINESS OF

NEGRO YOUTH

By Lewis Wade Jones 81

LETTER FROM AN

AFRICAN STUDENT 84

WHILE SCHOOL KEEPS

By James Cass 85

E EDITOR'S BOOKSHELF 86

NEW BOOKS 88

MOST IMPORTANT BOOKS ON

EDUCATION, 1961-62 89

BOOK REVIEWS

"The Educated African: A Country-by-Country Survey of Educational Development in Africa." Compiled by Ruth Sloan Associates, edited by Helen Kitchen.

Reviewed by David G. Scanlon 87

"The Montessori Method: A Revolution in Education." By E. M. Standing.

"Learning How to Learn—An American Approach to Montessori." By Nancy McCormick Rambusch.

Reviewed by Miriam L. Goldberg 90

This monthly supplement is sponsored by the Fund for the Advancement of Education, which has prepared its contents in co-operation with the staff of Saturday Review. The editors of SR retain responsibility for the material appearing in this supplement.

Correspondence regarding manuscripts or editorial content should be addressed to: Editor, Education Supplement, Saturday Review, 530 Fifth Avenue, New York 36, N. Y.