

slow sweet smile. She makes very little progress and leaves her teachers in doubt as to whether she will ever overcome the original handicaps of foreign language and surroundings and be able to learn. Doris, the one Negro girl in the class, is an attractive person who stands out from the Chinese and Puerto Rican girls by her size, as well as by her familiarity with English. She has a pleasant personality and an air of competence. Her placement in this division must indicate that her academic standing is not high enough for her to be in a faster group. But she seems to offer no special problems and must appear to Mr. Horne to be one of his easier charges.

Two of the Chinese boys, Dep Pang and David, are very different in temperament and talents. David, a serious student, is unhappy at being placed in the poorest section of his grade. As a newcomer from the Far East, he is quite proud of his knowledge of the Chinese language and resists somewhat resentfully the first attempts by a volunteer teacher to help him with English, especially her insistence (even though she herself is an American-born Chinese woman who can speak Chinese) that he should try to speak only English until he has mastered it. His ambition and pride, however, make it possible for him in a short time to pass a test in English comprehension and to be transferred to a higher division. Dep Pang, carefree and full of fun, is quite different. His knowledge of English is coming along, but he is still unable to express himself easily and seems to make up for his lack of fluency in language with his painting and drawing, where his sense of beauty and command of form give him great power of communication.

**A**N Inseparable foursome among the Chinese girls are King Shui, Suey Kun, Pui Lin, and Jin Jee. King Shui is shy and very reserved, Suey Kun delicate and shy but obviously intelligent. Jin Jee is bouncing, full of life, and eager to learn. Pui Lin is the leader of the group. She already understands English pretty well and can interpret for the others. She reads and writes Chinese and has made a good start with written English, though she has been in this country less than a year.

To all these varied personalities and some few others, Mr. Horne is expected to teach the sixth-grade curriculum. He is a man whose slight stature and quiet voice belie a commanding presence and a steady control of the volcanic potentialities of his class. He is one of the few teachers at the school who is not a native of New York. He comes from Louisiana, where he attended Louisiana State University and taught for a year

at Baton Rouge, after spending two and a half years in the Navy on a destroyer in the Pacific. After working for four years for an oil company and an airline, he decided in 1956 to return to teaching. He was assigned for two years to a school on the West Side before coming to PS 2 when the building opened. He says that he finds both satisfactions and frustrations in his teaching job. And after watching the ebullience of his charges one begins to think that a day on a destroyer might be less exhausting.

**I**N addition to providing the rudiments of academic learning, PS 2, like most schools, tries to offer its pupils standards of behavior and to develop in them a sense of responsibility and co-operation with others. At an assembly program I watched a fifth grader being shown how to run a movie projector; waiting one day for a Parents' Association meeting I saw one of the older boys, with no supervision from any teacher, preparing for the showing of a film to the group. Children are assigned to the principal's offices as monitors, carrying messages and doing small errands around the building. A pupil is given the job of turning on the public address system in the principal's office each morning for the opening ceremony of the day. All these are small but calculated techniques for giving children from deprived homes a feeling of competence and trustworthiness. To purists who consider the sole function of a school the teaching of academic subject matter, these activities may seem peripheral and unimportant, but they are one way in which schools concerned with "mass education" can contribute in making children from the poorest backgrounds feel that they are responsible members of society.

One service in the area, separate from the school, but run by the Board of Education, is an after-school recreation center located in a nearby school building. Here any child may come on any week day, without registering or paying a fee.

There are many other agencies besides schools which are trying to attack the social problems of the slum areas, and to which families can turn. These are the Educational Alliance, the Henry Street Settlement House (which has a psychiatric clinic), Hamilton Madison House (located in the Alfred E. Smith Housing Development), and LENA (Lower East Side Neighborhood Association) and the Two Bridges Council, both of which try to co-ordinate the work of the various groups. But the problem always remains that of getting the families who most need these services to use them. Mr. Zeichner,

PS 2 assistant principal and director of the recreation center, commented that the children and especially their parents will seldom go to anything which is more than three or four blocks from where they live.

Staff members of PS 2 feel that whatever they are accomplishing with this generation, they know that they are also working for the next; that in training these children they are trying to prepare them to be better parents for their children; that one has to take the long-range view and not be discouraged by some inevitable failures in the present. I construe this not as a sense of complacency, but rather as an understanding that children are a product of the society from which they come, and that a society or a segment of it cannot be remade overnight, and that to raise the educational accomplishments of children from the poorest level of our society requires a concentration of effort from many directions. After spending considerable time in the cheerful and hopeful atmosphere of PS 2, I have the impression that it is doing its part, in spite of those inevitable failures, to influence the children who pass through its doors; and I am looking forward with curiosity and pleasure, if I am around long enough, to making the acquaintance of that next generation, the children of Dep Pang, Serafir Jin Jee, José, King Shui, Pui Lin, and Fortunato.

#### FRASER YOUNG'S LITERARY CRYPT NO. 998

*A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer 998 will be found in the next issue.*

AB CDEFG HBKF BLLMN-

FOGP AB MADEC QERD

ASDQ TDP SEFW LBF ECC

ASEA HBK POZD ASDQ.

TOCCOGPM

*Answer to Literary Crypt No. 997*

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*Tact: The ability to describe others as they see themselves.*

—ABRAHAM LINCOLN.

# Dictionary

Continued from page 60

able loosening of authority is not grasp the nature of the English teacher's job.

Perhaps here we should ask what is good taste, or conversely, what could be considered as debasing the language? Pei gives a careful answer in saying that language is debased when it is less precise and effective as communication. Where can we look for an example of precise and effective communication? Would he consider some current journalism by Robert Coughlin in *Life*?

Who Khrushchev is, he himself has made all too evident: a rough-and-tumble fellow ever ready to gouge an eye or put a knee in the groin, a rambunctious apostle of materialism, a master dissembler and propagandist with a flair for the unexpected—an exciting, rude, somehow grotesquely charming, thoroughly alarming old ruffian.

—October 31, 1960, page 82

For effective communication that is also precise, can he better this advertisement: "BOAC jets you there."?

My taste approves of these samples—I find the language dynamic, persuasive, and charming. Another might, course, feel that this is letting language run its course "like a disease." Or perhaps it is evidence of debasement. The point is, if these examples can be accepted as good, how did these writers do it? Do the samples conform to the prescriptive rules of Latinate grammar, or have they emerged from a free, confident use of language? To teach young people to use their language with confidence, it is well not to keep telling them how wrong their particular use is; to teach them to use it creatively they must be allowed to try everything out; to use it freely they must be freed from prescriptive injunctions. Pei admits the fact of language change, but inexplicably he wants to control change by keeping it static, making it conform to rules he and "the community" think are right.

The teacher, then, can base her objectives and methods on the findings of the linguistic scientist. He records the facts of the language; she teaches the facts as grammar, and she also teaches taste.

The matter of what makes language good or poor extends naturally into a further discussion of what language is for people. Pei believes language to be the tool of communication, that it therefore should be standardized for efficiency, and that "a standardized language is a good language." I wish to add that language is much, much

more than this, and that, in Pei's own words, "there is need for sound consideration of *all* [emphasis his] the facts."

In addition to being a more or less efficient instrument of semantic transfer, language is the individual's personal equipment by means of which he organizes the world around him into principles and concepts; it is his means of coping with external reality. He must be able to use this equipment with confidence, to use it freely so he can live and act freely. If you hedge in his language, you hedge in his development, because, as the psychologists point out, language behavior is not one among many, but an all pervasive activity. The world—everything—outside us comes to us in a confusion of limitless numbers of impressions provoking endless associations. One of the ways man tries to achieve order out of this chaos is through his language. It is with words that the infant labels objects in his environment. They serve him as handles with which he begins quickly to manipulate his environment. This gives him a hold. The young child who talks to his toys and then talks back for them is ordering his world, not trying to communicate anything. This verbalizing becomes internal and silent—except for teen-age telephone conversations—but continues to be the process whereby the individual reduces reality to chunks he can manage.

AND once he has it in words, the reality is more his to control as he wishes. An indication of whether or not a student fully understands, or knows, a particular concept is evidenced in his ability to verbalize it. As Gilbert Ryle suggests, if he knows it well, he has "practiced" the verbalization many times and can use it freely and quickly in any context. Language then is order and control, as well as communication.

If one accepts these facts established by psychologists about the nature of language, does it follow that standardizing it as Pei wishes is desirable? By "standardize," we will mean attempting to force language to conform to established forms—to be recorded in a large and widely read dictionary—and to restrain and discourage its free use.

As an English teacher, this assignment to hold the line and maintain the status quo would fall in my lap, and I would resign. To freeze my student's use of language by restriction and inhibition would be to try to freeze his development, and this I would not do. He needs to grow, to move about with increasing confidence, to develop more courage to try more new ideas, in short to go forward. If he is stuck, if he thinks in clichés, this ingrained habit of using the same words in the same

connotation acts as a window shade that shuts off the denotation of the words, and he is thereby limited. A student who is allowed to remain in a word-using rut is dealing with empty symbols. Therefore, if we want active, searching, inquiring minds capable of coping with new problems as they arise, we should train them to constantly use new words in new ways. I want to teach students to think straight: to read accurately and make statements clearly; to be able to verbalize their environment: to say or write an opinion, an idea, a concept so they gain control of it; to have confidence in their own words because this is themselves. I want to lead them to ever higher levels of abstractions through increasing skill in manipulating their language, as in using grammar stylistically, in using metaphor, and in the development of individual style. I believe this type of linguistic training will lead to forceful, effective people who are able to cope with problems of life as they find them. I believe that one's ability to cope with problems requiring decisions that lead to action is in proportion to his ability to formulate apprehensions into words. In its written form this is English composition and the domain of the English teacher.

Each person has something that is uniquely his own, of which his dialect is the expression. He will learn to respect and value himself when his teachers respect and value him in the form of the words he uses, oral or written. A young person must have this self-respect to grow confident and stable. A composition is a tentative publication of the student's effort to organize the chaotic collection of impressions in his mind. It has to be valued as being a more or less successful effort than a previous one; it is simply inappropriate to apply standards of right and wrong.

In pursuing her age-old trade of bending the twig, the English teacher becomes a guardian of American English by keeping the way open for change, adaptation, and new additions. Because of this flexibility, English is the useful tool that it is, spoken by rapidly increasing numbers of the earth's population. With the advent of Telstar, a recent issue of *Newsweek* reported one writer who thinks English may well become the one international language. Far from presiding over a terminal "whimper" then, the linguistic and behavioral scientists with their colleagues in colleges and schools are showing the way to a more precise understanding of a great national asset and to a reinvigorating use of it. This is probably the greatest thing that has happened to English since Shakespeare put the free talk of common people into an art form.

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**INTELLIGENT, CREATIVE,** imaginative man wants interesting employment while pursuing theatrical career. NYC. Box Z-961.

## EMPLOYMENT OPPORTUNITIES

**EXECUTIVE SECRETARY** with 5-10 years of top level experience wanted by leading financial-industrial figure. Must have excellent technical skills. Real vocabulary, grammar and punctuation facility required (sail shaker dispenser of commas not acceptable). Background or work experience in economics/finance essential. Should be "take-charge" girl, but pleasant-mannered, attractive and personable. Unusual, immediate opportunity, plus scope for further advancement. Outstanding mid-town Park Avenue offices. This is a once-in-a-lifetime opening for a career-minded person who really is an executive secretary, not just a good stenographer who would like a larger salary. If you meet the above qualifications, send us a complete resume, including your present compensation. Box 266, 22nd Floor, 425 Park Avenue, New York 22, N.Y.

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

**ASSISTANT LIBRARIAN**—Are you qualified? Minimum 3 to 4 years directly related experience in a technical library (metallurgy or allied field) plus degree in Chemistry, plus the ability to handle abstracting and coding of technical information, literature and patent searches, preparation of monthly technical bulletin, bibliographies (Library Science degree and familiarity with foreign language helpful) will qualify you for an exceptional, professional career opportunity as part of a stimulating, select library group, small in size, big in opportunity and reputation. Good starting salary commensurate with experience. Profit-sharing, informative exchanges, growth potential and liberal company benefits. Modern headquarters in Rockefeller Center. Please send resume including education and salary requirements to: Box 508, 1501 Broadway, New York 36.

**ADMINISTRATIVE DIRECTOR,** also a House Mother needed by small residential school for emotionally disturbed and retarded children in Geneva, New York. Salary commensurate with training and experience. Box Z-972.

(Continued on page 78)

## CLASSIFIED

(Continued from page 77)

### HOUSES AVAILABLE

#### For Sale

**TANGLEWOOD** 5½ miles. Rustic cottage, 5 rooms. \$7,500. Also 1½ acre plots. View, swimming. Leif Johnson, Dean Hill, Richmond, Massachusetts.

**AUTHENTIC COLONIAL**—8 rooms, 2 baths; architect owned; professional office in barn. 15 acres; 4,000 Christmas trees. 1½ miles from town. Owner, Box 301, Exeter, N.H.

**\$16,000.** Two-story house for couple. 50 miles northwest NYC. Hot water heating, modern kitchen, bath, electricity. 2 acres partly landscaped, organic vegetable garden, orchard. Telephone 914-469-4306. Box Z-978.

#### For Sale or Rent

**RESTORED CONNECTICUT MILLHOUSE** with dramatic waterfall, modern conveniences and appliances, 3 bedrooms. Brochure: Quinlan, DeVoe Realty, New Milford, Connecticut.

#### For Rent—Furnished

**BRITISH VIRGIN ISLANDS**—Private house on Tortola, twenty acres. 2 bedrooms, bath, living-studio room, kitchen, loggia, terrace. Cook-servant and caretaker. Box Z-661.

**DELIGHTFUL LIVING** in Arizona's mild winter (or all year) at CAVE CREEK RANCH, secluded in exceptionally beautiful Cave Creek Canyon, Chiricahua Mountains near Douglas. 5 modern cottages; comfortable, insulated, completely equipped. Inspiring for photographers, birders, retirees. Write Cave Creek Ranch, Portal, Arizona.

### APARTMENTS TO SHARE

**WANTED: GAL TO SHARE** luxurious 5-room garden apartment, Summit, New Jersey. Convenient to Lackawanna and bus. Reasonable. Box Z-681.

**WANTED:** Business lady share delightful 3-room apartment. References. FORDHAM 4-1427, Bronx, NYC.

### APARTMENT WANTED

#### Unfurnished

**MANHATTAN OB/GYN RESIDENT** seeks comfortable but inexpensive dwelling. Box Z-963.

### ROOM AVAILABLE

**CENTRAL PARK WEST, NYC.** Sunny room, all comforts, private home. Professional or student preferred. MOnument 3-2431.

### CAMPS

**VENI, VIDI:** next year my boy (girl) will enjoy an "ideal" camp. Write and visit now! Also offer year-round boarding of children, and haven for chamber musicians, creative people. Appel Farm Art & Music Center, Elmer, N.J.

### VACATIONS

**THE HERMITAGE,** A Country Inn. Beautifully situated on four (4) acres of landscaped lawns with a superb view of the Deerfield River Valley. Catering to a few discriminating guests who love gourmet food and peace and quiet. Individually decorated rooms. American and European Plan. Coldbrook Road, Wilmington, Vermont.

## VACATIONS

**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.

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

**WINDY HILL, R.D.** Box 160, Walden, New York. Informal, friendly. Music, books, sports, natural lake. Telephone Newburgh: 562-1232.

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

**THE FALES.** Individual cottages, fireplaces, excellent food. Berkshires. Williamstown, Massachusetts.

**WISTFUL THINKING** . . . I'll quit my job and write a novel. I'll run against Rockefeller . . . I'll live to see a tax reduction . . . I'll spend my vacation at Gurney's Inn. Nine acres of lush woodlands "On the Brink O' the Beach." Luxurious hostelry and private oceanside cottages . . . ambrosial food . . . gracious hospitality. Could you wish for more? Gurney's Inn, Montauk, L.I., Montauk 8-2345. Write Dept. S-26 for Brochure.

**SNOWBIRD MOUNTAIN LODGE,** Robbinsville, N.C. Exotic mountaintop location bordering Great Smokies. Small, secluded, informal. Folder.

**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.

**READY TO RELAX** and enjoy Fall in eastern shore of Chesapeake Bay? Land of pleasant living, 150 acre farm on water, family style meals. American plan \$45.00-\$52.00, \$8.00-\$10.00. Real estate available. Harpers, The Pasadena, Royal Oak, Maryland.

**KANDAHAR LODGE, MANCHESTER, VERMONT,** beautiful fall vacationland. Elevation 2,150' midst the Green Mountain National Forest. Restful, informal, sports. Heated swimming pool. Excellent food, accommodations. Reduced fall rates. Brochure.

**PISGAH FOREST INN.** High, cool, log fires, friendly hosts. Trails in Natural Wilderness. Phone Asheville 253-0771. Box SR433, Candler, North Carolina.

**CUERNAVACA** for a restful vacation. Best Viennese Cuisine—all diets catered to. 12 acres of beautiful gardens, swimming pool, horseback riding. Personal attention—moderate rates. MILLER'S EL BUEN RETIRO, P.O. Box 430, Cuernavaca, Mexico.

**BLUEBERRY HILL!** Blazing foliage! Nothing whatever to do. Lucullan food. The Mastertons, Brandon, Vermont.

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

**LIKE THE COUNTRY?** Enjoy its autumn splendor at a quiet, informal country place. Graymont, R.D. 2, Middlebury, Vermont.

**HERITAGE HILL**—Holland (RFD Southbridge), Massachusetts. Open fires, snug beds, food aplenty. Brochure.

**THE SEASIDE,** on unspoiled Longboat Key, Florida. New, year 'round family resort on private Gulf beach. Folder, rates upon request.

## TRAVEL

**SOUTH PACIFIC ODYSSEY.** Mrs. Gladys Long conducts her second annual luxury cruise tour, sail aboard Matson's SS MONTEREY March 17th, 1 seeing Bora Bora, Papeete, Moorea, Rarotonga, 1 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, Niuafo'ou, 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.

**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. P.S. Close to churches, synagogues, Buddhist temple.

**WINDJAMMER CRUISES**—Here's adventure right out of the pages of Joseph Conrad! Sign aboard world's largest staysail schooner, Polynesia, and leisurely explore remote Caribbean islands in complete barefoot relaxation and informality. For casual, thinking people who are tired of being pampered at plush, pretentious resorts, there's Sailing, Fishing, Skin diving, and a daily ration of Grog, with small, friendly, coed group. 10 Days Before the Mast—\$175. Write for illustrated booklet: Capt. Mike Burke, Dept. 23, P.O. Box 1051, Miami Beach 39, Florida. Jefferson 2-3407.

**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.

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

**CRUISE SMOOTH BAHAMIAN WATERS** aboard 84 f. schooner yacht, GULLIVER. Available year round for private parties of 4 to 12. Sailing, fishing, skin diving, exploring islands and quaint settlements. Total informality. Excellent cuisine. Fully licensed crew. Competitive rates. Our 9th year. Write air mail for folder and references: Bahamas Cruising Club, POB 22, Nassau, Bahamas.

**A WEEKEND IN NEW YORK AT BEEKMAN TOWER HOTEL** is the greatest! New, special package rates for two- and three-day visits are available. Write or call for information. If you're driving, ask for the road map showing how to avoid city traffic. You'll be near everything—steps from the United Nations, theatres, shops, museums and art galleries. Two excellent restaurants serve delicious food at moderate prices. The fascinating Top o' the Tower Cocktail Lounge offers magnificent views of the East River and the city as well as expertly prepared refreshments. Don't miss the fun! BEEKMAN TOWER HOTEL, 49th Street and 1st Avenue, New York 17, 212-ELdorado 5-7300.

**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 19th edition shows where they go, how long they take, what they cost, gives addresses of Steamship Lines, everything needed for planning vacation travel. 108 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.

**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 transportation, restaurants, churches, shops, art, theatres, etc. Located in fashionable Tudor City, adjacent to United Nations. Write Mr. Earl R. Powers, Manager, Tudor Hotel, 304 East 42nd Street or phone 212-YU 6-8800.

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

**ROME.** Exclusive guest house, 2,500 lire daily. Countess Sztaray, Via S. Nicolo da Tolentino 21.

# KINGSLEY DOUBLE-CROSTIC NO. 1485

Reg. U.S. Patent Office

By Doris Nash Wortman

## DEFINITIONS

- A. Fellowship; society.
- B. Surpass; outwit.
- C. Basic piece of defensive armor.
- D. Business of transporting passengers or goods.
- E. Sculptured form of ornamentation imitating a prickly plant.
- F. Chronic ill health.
- G. Hurtfully.
- H. Metallic device for forcing a round-backed book into a flat seat while the front edges are being trimmed.
- I. Two words following Omar's "What, without asking."
- J. Part of a famous phrase in marxist doctrines. (3 wds.).
- K. In accordance with law; permitted.
- L. Individual of one of the native races of this continent.
- M. The loose skin at the back of the neck.
- N. Stuffed toy named for Theodore Roosevelt (2 wds.).

## WORDS

55 204 171 155 123 59 183  
 189 142 66 25 177 134 75 91  
 154 144 36 136 108 125  
 44 6 180 30 96 97 81  
 100 61 51 21 13 162 45 68  
 76 175 135 60 109 8 84 28 202 164  
 161 80 187 146 129 74 112 56 206  
 197 149 198 87 101 83 11  
 191 86 88 99 92 196 200 130 185 52 120  
 47 22  
 24 174 31 179 16 42 139 65 143 4  
 50 201 121 95 34  
 118 169 104 205 160 181 94  
 43 106 147 163 48 151  
 203 103 7 111 39 182 78 195 173

## DEFINITIONS

- O. Ghost story from Kipling's Indian tales (2 wds. after "The").
- P. Coniferous tree which turns yellow in winter.
- Q. Member of a Mohammedan dynasty ruling at Seville, 1023-91.
- R. More lacking in the necessities of life.
- S. From that place.
- T. Quick; busy; energetic.
- U. Member of political faction in Italy, 12th-15th cents., which upheld the authority of the German emperors.
- V. Leading and title role in English interlude, 15th cent.
- W. Object of purely rational apprehension; Kant's "Ding an sich".
- X. Hebrew prophet who continued the work of Elijah.
- Y. Before the storm (2 wds.).
- Z. Followed by "influence", territories defined by international law as under the loose control of some nation not the official owner (2 wds.).

## WORDS

194 122 186 140 79 82 41 167 54 158 23  
 46 133 107 128  
 38 93 1 26 17  
 157 172 137 5 132 192 15  
 166 67 148 73 2 168 33  
 98 19 170 9 3 110  
 165 70 53 153 10 159  
 184 27 58 102 127 62 131 113 37 138  
 90 77 188 119 117 64 20 12  
 105 69 49 141 57 72 150 199  
 18 116 63 85 126 40  
 178 152 14 176 35 156 114  
 145 115 89 32 124 29 193 71 190

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

Solution of last week's Double-Crostic will be found on page 14 of this issue.