

# Creative Revolutions

*The New Curricula*, edited by Robert W. Heath (Harper & Row, 292 pp., \$5.95), and *Realms of Meaning*, by Philip H. Phenix (McGraw-Hill, 391 pp., \$7.50), deal with new programs and concepts of learning that are revolutionizing American education. The reviewer is Education Consultant to The New World Foundation and Editor-at-Large, *Saturday Review*.

By FRANK G. JENNINGS

**F**ORMAL education is a matter of high seriousness. Our lives are shaped by it because tomorrow is being born in the classrooms. What that tomorrow will be depends upon how school keeps. Therefore, the keepers of our schools had better know what they are about and be able to tell the rest of us, so that we may know how to help and when not to hinder.

*Realms of Meaning*, by Philip Phenix, is a daring leap into that necessary future in which what is taught at all levels of education will, hopefully, make useful sense to the teachers and the taught. This is an imaginative work, sometimes exciting, often frustrating, but finally useful. *The New Curricula*, edited by Robert W. Heath, is a collection of reports on what is stirring in some classrooms. In his Introduction, Paul Woodring declares, "Clearly the time has come for an educational revolution." The essays that follow his give evidence that the shooting has already begun and that some important high ground has been won.

In contrast to Professor Phenix's book, which is synoptic and essentially philosophical, *New Curricula* is programmatic. The first three essays deal with the so-called "new mathematics." Max Beberman's "An Emerging Program of Secondary School Mathematics" is worth the price of the book for its style, its preciseness, and its salesmanship. Both parents and teachers can profit, for example, from his explanation of the "discovery method" of learning.

Jerrold R. Zacharias and Stephen White in "The Requirements for Major Curriculum Revision" offer what could be considered the field manual to accompany the manifesto for the curriculum revolution. The latter was enun-

ciated in 1960 by Jerome S. Bruner in his potent little book *The Process of Education* (see SR, Oct. 15, 1960). In that earlier work, Bruner called upon the scholars at the frontiers of their disciplines to become actively concerned with production of materials and development of teaching procedures to be employed from kindergarten through graduate school. Zacharias and White point out that, "The quality of a curriculum revision is a reflection of the quality of those who carry it out; the mechanisms in themselves produce nothing of value." They further issue a loud and clear warning for which they deserve a special vote of thanks:

The immediate and unrelenting assumption of responsibility by the scholar and teacher must accompany the production of every item of material if that material is to be worth having in the classroom. It will be a matter of constant concern, and it will demand constant vigilance.

*New Curricula* is in a sense an account of the degree to which Bruner has been heeded. In the case of mathematics and the physical sciences (especially under the driving genius of Zacharias), the response has been brilliant and often successful. The biological sciences were only slightly slower in responding, but the quality of their contributions is of a very high order, as Bently Glass points out. There is as yet much heat and considerably less light in the social sciences and the humanities, but the forces of scholarship and administration are being marshaled in those sectors, too. Under the aegis of the U.S. Office of Education, teams of scholars, research scientists, teachers, and school administrators are at work designing and developing curriculum study centers within two huge enterprises: Project English and Project Social Studies. Francis A. J. Ianni of the Cooperative Research Branch of the U.S.O.E. and Lois S. Josephs of the Carnegie Institute of Technology offer a chapter detailing the current development and future plans in these areas. They provide some graphic examples of the ways in which these projects operate

and offer some sense of the scope of the programs. These will involve major universities, departments of teacher education, the curriculum program centers, demonstration schools, and associated school systems. In-service programs for teachers will be, and in fact are now being, articulated within the programs. All of this calls for sophisticated but neutral federal support.

All of these efforts are concerned not only with the development of new and improved materials, with experimentation in new procedures, but also with the retraining of the classroom teacher. The healthiest and most attractive aspect of all this activity is that it gives evidence that we have at last gotten beyond the breast-beating stage wherein nothing in American education was valid or praiseworthy. The concern now is to do something. There is of course the accompanying danger that doing something to everything comes to be considered a good in itself.

Sterling M. McMurrin, former U.S. Commissioner of Education and professor of philosophy at the University of Utah, offers a cautionary note in the final essay when he writes, "... without a clear conception of what the schools should achieve it is not possible to determine either the proper substance of education or its appropriate methods." It is not enough to rediscover the ancient truth that children can learn more, better, and faster than they have; there is need for decisions about what learning is appropriate to what stage of the child's development. Long ago, Diderot, the French philosopher, observed that it is no great trick to make intellectual monsters out of pretty little children; the point is that the school is charged with helping them become effective and possibly attractive adults.

This is the issue that Philip Phenix attempts to deal with in his *Realms of Meaning*. A philosopher by training, an educator by vocation, he argues that, "Human beings are essentially creatures who have the power to experience meanings. Distinctively human experience consists in a pattern of meanings. Furthermore, *general education is the process of engendering essential meanings.*" Countering this, he says, are the forces and experiences that tend to distort and destroy meaning. He sees these as the spirit of criticism and skepticism, the depersonalization and fragmentation of life in our complex society, the "sheer mass of cultural products, especially knowledge, which modern man is re-



quired to assimilate," and the rapid rate of change in the conditions of life "with the consequent feeling of impermanence and insecurity."

Professor Phenix would have the curriculum builders use as their base lines data from the arts and sciences, ordered within six realms or domains that he identifies as follows: *symbolics*, those symbol systems including language, mathematics, rituals, gestures, and all organized patterns by which we communicate; *empirics*, the data of the sciences and the world of man and nature; *aesthetics*, the arts both specifically and in general; *ethics*, moral meanings that have to do with personal conduct "that is based on free, responsible, deliberate decision"; and finally *synoptics*, those integrative meanings that include religion, history, and philosophy, through which we make coherent experiences that are separate or fragmented. Responding, as many of the authors of the Heath volume do, to the various challenges and issues raised in Bruner's *Process of Education*, Professor Phenix attempts to demonstrate that "knowledge in the disciplines has patterns or structures and that an understanding of these typical forms is essential for the guidance of teaching and learning"; in short, the curriculum is to be built upon the work and the behavior of the scholars in their own fields.

**R**EALMS OF MEANING is in many ways a noble book. It is earnest and it dares to pursue the implications in the notion that the structure of a discipline carries within it the seeds of the curriculum. This enterprise leads the author on a sometimes sentimental, often breathless, journey through the great and lesser domains of knowledge and endeavor. He explains, often with studied superficiality, what it is like to be an historian, a mathematician, a philosopher, an artist, and even a person.

It will be easy for the various practitioners of the fields he explores to be condescendingly critical of his demonstrations, but let it be said that Professor Phenix dances before the Lord, and for this he deserves our applause. *Realms of Meaning* is not a successful book in terms of its intent; there are too many lapses of style, a too frequent redolence of chalk dust; there are intrusive summaries everywhere, and a dependence on mere enumeration in the place of the genuine logic of the disciplines. Yet in spite of all this, the final impression is the one he sought after: it is not only possible, it is both necessary and incapable, that the school be so ordered that those who tend and attend it engage in an adventure in learning and come out of that experience capable of expressing and employing their humanity.

## Boroff

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some of those developments (containing luxurious apartments for girls) look like Las Vegas motels replete with swimming pools around which shapely girls recline like Hollywood starlets, their textbooks strewn irrelevantly around.

Then, of course, there is the race issue. U.T. is integrated—nominally anyway. In the early days of integration, there was the Barbara Smith episode. Miss Smith, now a professional singer in New York, had a lead in a campus musical show but was denied the opportunity to perform because of her color. Things have improved, but the dorms are still segregated and tend to reinforce what the Negro students feel most poignantly: their fatal separation from the life of the University.

For the Negro students—over 200 of them—it is an open wound. They are on campus—but invisible. For many of them, as one girl said, the experience is "regressive." "Many of us were valedictorians," she explained, "but here we lose our skills." White students often friendly in private, snub them in public. Ironically, even in a Negro jazz joint that the students frequent—Charlie's Place—white students will look away when they see Negro classmates. At the integrated ROTC ball, white students melted away from mixed tables to which they had been assigned. "Eventually we didn't feel a part of things," a Negro boy explained, "and wound up together."

Most white students accept integration, but as one boy said, "We still have feelings." And the sympathetic ones have a fear of being patronizing. "There was a time," a student explained, "when there were these funny-looking gringos each with his Negro in tow. These were the over-active integrationists, and they have made us a little wary." There is support from other quarters. The faculty is preponderantly integrationist and often vocal. Some have picketed or helped plan integration strategy at the University and in town. And the church groups have been courageous, throwing their full resources into the fight. In fact, the student Y and some of the churches have provided centers of genuine intellectual excitement not to be found anywhere else on campus.

Happily, the end of the dorm issue is in sight. A law-suit against the University policy of segregated dorms is in the courts, but on May 16, the Board of Regents adopted a no-discrimination policy with respect to admissions, hiring of faculty, and housing. Presumably this means that the dorms will be integrated immediately. The University also announced the appointment of the first

Negro faculty member, Dr. Ervin Perry, as assistant professor of engineering. Perry, age 28, is a gifted researcher who did his graduate work at U.T. These developments augur well for U.T.'s future.

But all dissonances at U.T. are drowned out in the football stadium. Here the University speaks with one voice—a loud, thunderous cheer. Nowhere in the country is there greater passion for football; it reached new heights last year when the team won the national championship. The Big Game is against Oklahoma, which takes place in Dallas, followed by a "big blast" at the Municipal Auditorium. But equally ferocious feeling is aroused by Texas A&M, U.T.'s sibling rival, regarded as "gauche, brutish, utter Ends-ville." When U.T. wins a football game, which is most of the time, the tower on campus is bathed in triumphant light ("a ghastly orange," an unreconstructed critic said sourly.)

There are ten football coaches, including a so-called "brain coach" whose job it is to supervise the athletes' academic performance. He has been known to hover anxiously over professors who teach football players, but he does not exert direct pressure. His principal job is to provide tutors for athletes at the University's expense. "We think of them as working students," he explained. "A student may be a soda-jerk and will use some of his income to hire a tutor. We use some of our income in the same way. After all, our boys are busy when their professors have office hours, so we have to provide them with help at other times."

Head coach Darrell Royal is a good-looking affable man in his late thirties who sits sport-shirted in his executive office, first-names visitors, and chants the old-time religion about football: "You don't achieve success in football without good character. We had a beautiful example of it in the Texas A&M game when we were 80 yards from the goal and 3 points behind. The boys had a choice: to compete or curl up and die. Well, the boys didn't lie down. They believe in something. They're willing to work hard. I'm sure that if they would work as hard in engineering or English, there would be carry-over value."

**T**HE faculty is a vivid mirror of both old Texas and new. There are still some old Southern gentlemen on the staff, but they are a dying breed. And there are some leathery old Westerners, like Frank Dobie (now retired), and Walter Prescott Webb, the distinguished historian who was killed in an automobile accident last year. Then there are the "store-boughten" Eastern and Midwestern professors, the academic carpetbaggers

imported presumably to give the place some intellectual dash. And there are the scientists, brash and confident, with the gleam of the future in their eyes. It is a wildly varied faculty: from the weekend rancher—a big bruiser who looks like a Marlboro ad despite his Ph.D. and is prone to say to his guests, “Come any time at all; I can tell you’re just folks”—to the sophisticated swingers who tell “inside” stories about Leslie Fiedler’s last visit. There are relatively few women on the faculty; U.T. is a man’s world.

Salaries are respectable—hardly dazzling. Next year there will be thirty endowed professorships at salaries of from twenty to twenty-five thousand, but the average salaries for next year will be \$13,972 for full professor, \$10,309 for associate professor, \$8,475 for assistant professor, and \$5,614 for instructor. There are no sabbaticals, but leaves with pay for research are granted to the deserving. The people who publish—and it is a publish-or-perish place—teach six to nine hours a week; distinguished researchers in science teach even less. And top-echelon professors teach undergraduates only, as one man put it, “if it’s a matter of their personal addiction.” There is the usual student discontent about the inaccessibility of their professors and the usual vows of reform by some conscience-stricken teachers.

TEXAS has been the scene of bitter struggle over academic freedom in the past. By and large, there is now surcease from battle. The current Board of Regents is free from the repressive tendencies of its predecessors and recognizes that in the scramble for faculty nothing could be more disabling than a know-nothing reputation. And there is a certain relevance to the remark of Ernest Goldstein of the Law School faculty, who said, “I have more academic freedom than my brother at Yale. I’ve tested it; he hasn’t.”

“We are outrageously confident,” a faculty member said. The phrase that keeps recurring in conversation with some members of the faculty is U.T.’s “imaginative leap.” Martin Arrowsmith of the Classics Department takes pride in *Arian*, his department’s publication, which is widely respected. “Elsewhere,” he said, “it could not be established without five or six years of lobbying and then would have fallen into the hands of a committee which would castrate it.”

There is indeed a kind of inner brain trust of younger men—“Harry’s boys”—beginning to age, alas, who are close to Dr. Harry Ransom, the Chancellor, and who, in effect, have a *carte blanche* to try anything. They include Arrowsmith, Roger Shattuck (Romance languages), John Robert Silber (philosophy), and a few others. They have given the

University a certain exuberant flavor. Ransom himself is the new breed of Texan. Urbane, Yale-educated, he is the spearhead of the drive towards excellence. On his own—perhaps the only university president to do so—he established and edits (in odd moments) *The Texas Quarterly*.

How good, then, is the University of Texas? Not as good as some of its zealots would have you believe, but a good deal better than spiteful outsiders are prepared to acknowledge. It has some excellent departments: linguistics, classics, sociology, Germanic languages, genetics, botany, and some branches of engineering. Its library is superb, and its manuscript collection was described to me by an expert in New York as the best in the country outside of Yale, Princeton, Harvard, and the Huntington Library. In the not too distant future, the University hopes to have 8,000 graduate students and then move into the first rank.

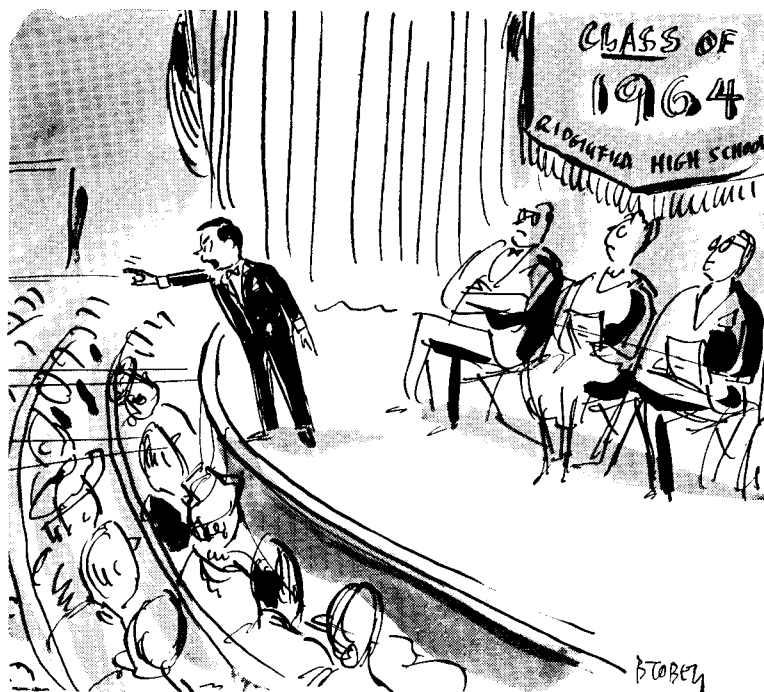
Not everyone is so sanguine. One professor offered this bleak view of the state of U.T.: “I see the University, like in one of the animated cartoons, running up and down saying, ‘I’m going to fly! I’m going to fly!’ But I don’t think it will ever get off the ground.” But the faculty consensus was summed up by another professor who declared: “The University is obsessed with itself, but it is capable of some lively things.”

However, this obsession with self may seriously impair the University’s march to greatness. Nowhere outside of the military academies did I encounter an institution of higher learning more

persuaded of its virtue, so sensitive to criticism, and so unable to tolerate ambiguity. Moreover, the administration was less than cooperative when I tried to locate some of the University’s critics. For all U.T.’s imposing size and growing prestige, it still has a familial, self-protecting flavor. It was hard for the University to understand that they were not helping me—or themselves—by stubbornly putting only their best foot forward.

IN short, the University of Texas—like the state itself—has a naïve kind of love-me-or-hate-me psychology. They can be ineffably warm and charming and generous. (So much so that professor from the Midwest confessed that “it felt good to visit Chicago and be insulted by a clerk again.”) But if you are not entirely with them, then you are against them. This was painfully demonstrated by a faculty wife who not long ago published an article about Austin. It was a witty and perceptive sketch with, inescapably, the ironies and mildly malicious overstatements that any sophisticated Easterner would engage in. U.T. professors—including some surprisingly good ones—sniped viciously at her character when her name was mentioned.

But these may be growing pains. One may hope that when the University of Texas achieves the stature it aspires towards, it will develop a sense of security that will make such episodes unlikely. But even until that happens, the propaganda line is absolutely right in one respect: Texas is a place to watch.



“It isn’t enough to hand over the torch! Hand over the torch and stand out of our way!”



Greene does not report this sequel in her book), not necessarily because they completely agreed with her, but because they respected her for stating a point of view and a policy—and Vassar authorities have the impression that a considerable number of their girls have made good use of this as a bulwark to support their own stands, which up to that time might have been tottering.

Now the forty men and women from the eight colleges have asked for another meeting, this time to be attended by college deans and/or presidents, coming at the invitation of the students, to consider jointly possible developments for the following *student-defined* propositions.

1. The college's position on moral standards should be made clear. It should take a stand on where the responsibilities lie. Many institutions remain ambiguous in this respect.
2. The college should represent something identifiable to its students, enabling them to know what they are living by. There is a general lack of direction.
3. The student's responsibility to the institution is to abide by the academic and social obligations, no matter how strict or lenient they may be.
4. Students who are unable to meet the standards set by the institution should be provided for in the form of counseling or, if necessary, psychiatric care.
5. Generally, a college should not interfere in the personal life of its students unless their actions have a detrimental effect on the college community.
6. The college should afford its students freedom with understanding.
7. The college should provide room for growth. It is obliged to produce intellectually and emotionally mature people to the best of its efforts. Responsibility breeds responsibility; restrictions can only hinder the best intentions of the college.
8. There should be more introspection and self-evaluation on the part of the college faculty and administration.

The college, according to these undergraduates, should set a *tone*, not a code; it should afford its students realistic freedom and understanding; it should not legislate morality, but at the same time should provide adequate protection for those who need it, guiding the students, while not interfering with their actions except when the latter are detrimental to the college as a whole. More guidance should be provided dur-

ing the first two years, and especially during the freshman year, but at no time should the institution be a strong force of *regulation*, either morally or personally.

Some of their statements suggest an interesting dichotomy in the thinking of students, who would not question the right of the college to regulate academic standards and requirements, but who seem to miss the fact that these may be adversely affected by lack of supporting regulations to protect the student from serious distractions and even physical handicaps that might well result—from unwanted pregnancy, for example, that might have been prevented by certain regulations such as *not* permitting the entertainment of members of the other sex in one's dormitory room.

Some students do sense this, as one of them indicated when she said, "Young people are pushing to find the outer limits of acceptable behavior, and it looks as if there may soon be no limits at all. I think it is untrue that everyone either wants to or is emotionally capable of renouncing one set of standards and then forming a workable, satisfying personal code. To do this requires a degree of maturity which some college students do not have. . . . Guidelines to behavior could do no harm but implicit acceptance of indiscriminate sexual experimentation does."

And again a woman student speaking: "Tradition is not wrong just because it does not affect everyone. Nor are morals invalid because they are not strictly upheld. That times have changed has been ascertained; that they have progressed has not! Until we can say, without reservation, that new values or lack of values are better than the old, the case for premarital chastity is a valid one!"

As one who survived his own undergraduate days in the Roaring Twenties, was a teacher during the "depressed Thirties," served as dean of men in an eastern college during the days after World War II, including part of the "fast Fifties," and has enjoyed the past seven years as head of a college for women, I have reached the conclusion that the establishment of new standards of values—involving not only sex but also honor systems, responsible self-government, and personal integrity and good taste—will originate in our women's colleges.

This, too, has to do with tradition, and was unconsciously affirmed by the deans who participated in the planning session of the eight-college conference referred to above. The male administrators at first were negatively inclined toward the whole idea of a conference on this subject. As the discussion went on, however, according to one of the women deans, "It became obvious that all the

men deans were aware of new currents sweeping their campuses and they would like to do something to stem the tide they have seen creeping higher. There are many things going on on their own campuses they dislike very much but I gathered they have been reluctant to step out and take any leading role against the press of youth. As we explained the background of the conference and what we hoped might be accomplished, they relaxed and eventually agreed they really would like to attempt in some small way to see what student action might come up with as answers for some of their problems. They cited the dress problem, drinking, misconduct, lack of integrity, etc., as problems they all face."

Can it be that the women deans are going to assert their rights, too, and actually take a stand against "laissez faire?" If so, this might have a sensational effect on our society. Being deans, they know that the idea of equal rights for women is now accepted as a social and political fact; being women, they know that responsibility for the results of sexual relationships can never be equal because of the biological facts!

Like most people who have continued happily in my profession, I am an inveterate though not naïve optimist, and I completely agree with John W. Gardner's argument, expressed in an article *On Men and Moral Values*, that "the moral order undergoes regeneration as well as decay—a continuous 'recurrence of birth,' offsetting death. Men are always corrupting the old symbols, drifting away from the old truths. But while some are losing their faith, others are achieving new spiritual insights; while some grow slack and hypocritical, others bring a new meaning and vitality to moral striving."

To this I would simply add that I believe the women in today's younger generation, guided and helped by those responsible for their education, may well exert their ultimate right to equality by taking the leadership in bringing this "new meaning and vitality to moral striving" in the years ahead.

## LITERARY I.Q. ANSWERS

1. Des Moines (French). 2. Las Vegas (Spanish). 3. Carlsbad (German). 4. Palo Alto (Spanish). 5. Baton Rouge (French). 6. Norfolk (Anglo-Saxon). 7. Terre Haute (French). 8. Alameda (Spanish). 9. Fond du Lac (French). 10. Pierre (French). 11. Albuquerque (Latin-Spanish). 12. Escondido (Spanish). 13. Le Sueur (French). 14. Los Gatos (Spanish). 15. Mosquero (Spanish). 16. Chicago (American Indian). 17. Nogales (Spanish). 18. Socorro (Spanish). 19. Amarillo (Spanish). 20. Ratón (Spanish).

## Birnbaum

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to cause their opponents to question both their patriotism and their competence to administer affairs of state.) This group also displays a considerably smaller degree of nationalism, and their support of the U.N. is, therefore, firm. In direct contrast, the conservative religious coalition reflects strong suspicion and outright hostility to the U.N. and its affiliated agencies, especially UNESCO. And finally, the liberal coalition's memory of Hitler predisposes its members to be especially vigilant in opposing any excessive anti-communism that tends to bracket communism with liberalism.

**W**HAT impact the recent shift in emphasis and viewpoint within the Roman Catholic Church will have on issues that concern the public schools is a matter for speculation. Very likely, leading Catholic spokesmen will join with the liberal coalition on selected issues at first, but ultimately the full import of the Catholic Church's ecumenical effort to reorient itself for participation in a religiously and racially pluralist society will make itself felt—and with profound effects on the American public school scene. This realignment will not only have profound influence on the atmosphere in which values are taught—possibly making the job easier—but it may also lead to further experiments in closer cooperation between public and parochial schools such as shared-time programs.

The racial problem has been reserved for separate treatment for several reasons. Race in our culture has been an infinitely more difficult barrier to surmount than religious or ethnic background, and the Negro has been compelled to condense into a few short years what for other groups has been decades of organization and effort. The violence of the Negro thrust can only be understood when we remember what happens when a coiled spring, compressed to its utmost, is suddenly released. The election of 1960 was won with the strong surge of Negro votes in the major Northern city strongholds of the Democratic Party. What has happened since has been the presentation of a bill for payment for services rendered. This process is as old as the political realities of American elections.

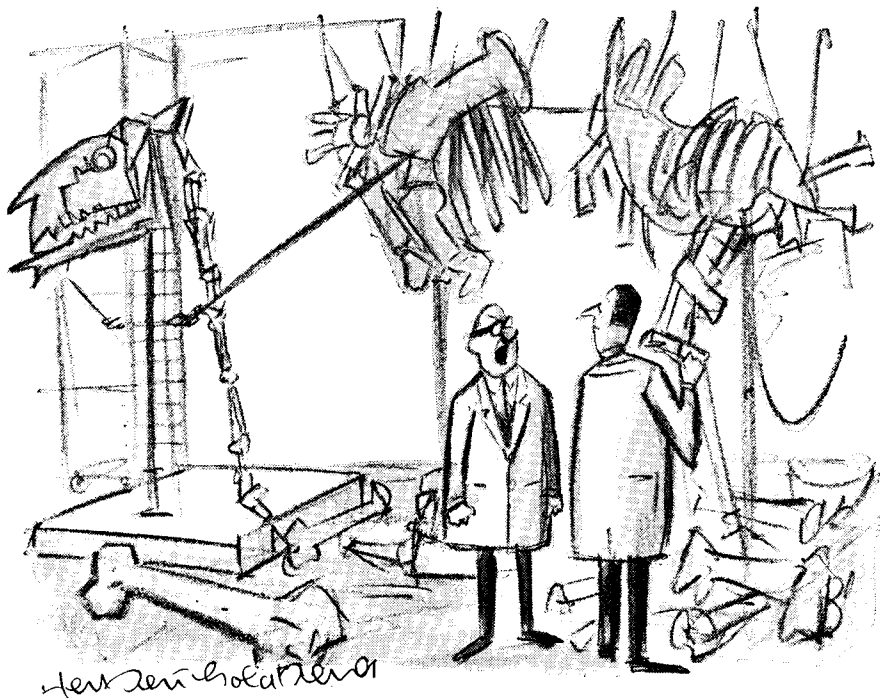
The Negroes, who are primarily Protestant, although there is a sizable Catholic minority, have hardly engaged in "religious politics;" their overriding concern has been the question of race. So basic is the issue of color that increasingly the Negroes have become a separate entity, considered as a third force

in addition to the two religious coalitions. This condition will undoubtedly continue for some time to come. Ironically, in the last few years the cause of equality for the Negro has become the first occasion for a remarkable degree of cooperation and collaboration among the three major religious faiths. Short of war, this has not happened before. (There are other signs that cooperation on behalf of the cause of the Negro may be the first of a series of collaborations on crucial issues, such as U.N. support and world peace.)

The Negro, with the help of his white allies, has turned to the schools with a host of demands that have upset public education as seldom before. This is true not only in the South, where the issue has been a matter of constitutional right, but also in the North, where the school has become the major instrumentality for the symbolic—if not actual—end of racial segregation. Balked at ending residential segregation immediately, and unable to secure the kinds of jobs that satisfy their rising expectations, the Negroes have turned on the schools with a series of demands. Almost overnight the problems of the education of deprived children and the school drop-out have become predominantly the problems of Negro children. They have also become the two most discussed educational problems since the post-Sputnik overhaul of science and mathematics teaching. The reverberation of this onslaught will affect the teaching of history and social problems, textbook revision, the nature of

teaching, the organization of schools, and practically every other facet of education. But what is perhaps most meaningful for the teaching of social values is that the militancy of the civil rights movement has heightened our awareness of the fact that so many of our values reflect a white culture with unconscious as well as conscious biases. These will be repeatedly challenged from now on. Excessive sensitivity that has led to attacks on *Huckleberry Finn* and other classics will undoubtedly abate in the future, but the period immediately ahead promises to be a very stormy one for schools and teachers.

The gradual dissolution of a homogeneous, Anglo-Saxon, Protestant society, the appearance of the conservative and liberal religious coalitions, and the emergence of the racial crisis will necessarily lead either to a truly pluralist society or to chaos. The problem for the public schools, of course, is especially acute. Caught for the past two decades in a religio-ethnic crossfire, they are suddenly also beset by racial conflicts. Their only salvation is to begin immediately to bring to bear all our present knowledge and experience to develop ground rules for teaching and learning in a diverse society that will conserve our basic values and still accommodate the emerging social order. Fortunately, such a pluralist solution is in harmony with the spirit of our democratic ideal and the reality of our constitutional tradition. But the task will be a difficult one—far more difficult and complex than most of us have yet admitted.



"Dr Wilberforce, if I hear you singing the knee bone is connected to the thigh bone, the thigh bone is connected to the hip bone once more . . . ."

# Nehru

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like "inevitability," "free will," and "determinism."

Imprecise though these terms were bound to be, I had asked Nehru whether he accepted the idea of implacable historical forces beyond man's reach.

In matters such as these, he had replied, it was well to avoid absolute judgments.

Even so, I had said, it was perhaps fair to ask how he reacted philosophically to the eternal debate over free will vs. determinism.

"I would still try to avoid absolute judgments," he had replied. "Actually, I think it possible to reconcile the two. Do you play bridge?"

"Very little and very poorly," I had said.

"No matter," he resumed. "Determinism is like the cards that are dealt you. Free will is how you play them. The interaction between the two determines what you are as a person—or even a nation."

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*The man as prophet and politician.* Jawaharlal Nehru may have been able to reconcile free will and determinism, but he was never able to reconcile the conflict inside himself between prophet and politician.

As prophet, he had profound kinship with Mahatma Gandhi. Whenever you asked him about his innermost beliefs he was certain to say that the most important conviction of his life—one taught him by Gandhi—was that good ends never justified bad means. Violence, even in a good cause, defeated the good.

"We must not appease evil," he had said in our recorded conversation in 1951, "but we must also remember that evil is not surmounted by wrong methods that themselves produce more evil. I have felt more and more that the basic lesson Gandhi taught was right, that means should not be subordinated to ends."

"I know these ideas cannot easily be translated into life. A political leader cannot function like a prophet. He has to limit himself to people's understanding of him; otherwise, he cannot function at all."

"What happens when the moralist becomes politician and is faced with the need to get things done?" we asked.

"I am not a moralist or even a very good politician. I have dabbled in various things because they interest me. The politician has to compromise. That is what makes him a politician. But it

may make a difference if he at least begins with certain convictions or principles. Anyway, I think Gandhi was right about ends and means and about violence. I hope to come as close as I can to making this a working philosophy."

Some years later, in a letter, he returned to this theme.

"A leader must not only feel what is right," he wrote, "but he has also to convince masses of people about it. Thus, he tends to compromise or else he would cease to be the leader. The only example I know in contemporary history of a leader who refused to compromise with what he thought was right is Gandhi—and Gandhi was assassinated in the end, as prophets often are."

Yet even Gandhi, faced with the terrible gravitational pull of events, could acquiesce in compromise, even if he was not an architect of it. Shortly after independence, armed raiders from the Northwest moved into the Kashmir. Nehru didn't hesitate. He ordered military action. He didn't wait to consult Gandhi.

Once having acted, Nehru told Gandhi he had decided to use force in the Kashmir because this was the only course open to him. He was sorry if what he had done had brought pain to Gandhi.

Gandhi put his arm around Nehru's shoulders. He didn't have to say anything.

The battle between politician and prophet inside Nehru never left him. Before he had the responsibility for governing a nation, he could define goals in terms of necessity instead of workability or attainability; he could move toward an objective without having to develop a consensus in order to achieve it; he could advocate rather than legislate. Once in office, he found himself plagued by some of the very tactics that had been so effective in gaining independence for India. Separatist movements sprang up throughout the country; this or that state would want its own language or cultural or political autonomy. The methods used to advance these objectives, naturally enough, were the same ones that had been used to such good effect against the British. In order to deal with these methods, it was necessary for Nehru to be tougher than his personal makeup would warrant.

We were in India in 1961 when the P. M. was having severe difficulties with Master Tara Singh, the Sikh separatist leader. In quest of his objectives, Singh went on a hunger strike. We asked Nehru how it felt being the target of this device, as contrasted to the

time when he himself was an agitator identified with Gandhi, who made personal hunger and suffering into one of the most potent political weapons in history.

His face clouded over. I could tell it was painful for him to think about it. "Frankly," he said, "I don't like it. I don't think this is the right way to go about persuading a government."

For the first time in the years we had known him, he seemed to stammer somewhat. Then he realized the irony of the situation. He smiled.

"I think I told you that a politician has to act in a certain way," he said. "What else is there to be done? I can't give in to the man and allow India to become a mass of splinters."

"Do you feel the hunger strike is—well, hitting below the belt?"

"In a sense, yes."

"How did you feel about it when Gandhi used it?"

"To tell the truth, I didn't feel quite right about it even then. If I analyze my feelings, I suppose I felt rather awkward about it. But you don't have to try very hard if you want to catch me in an inconsistency. This is the occupational disease of any philosopher who finds himself in the position of an operating leader."

IT was at that 1961 meeting that I discerned for the first time the visible evidence in Nehru of physical deterioration. One side of his face seemed rigid, as though he had suffered a stroke. His posture was no longer as erect as it had once been. The fatigue came through in his voice. For more than a half-century he had made India his life and work. Thinking he might be looking forward to a time when he might lay down his burden and return to his writing and thinking, we asked what he would do if it became possible for him to be freed of his government responsibilities.

"You mean, what would I do if I retired?"

"Yes."

We had thought his face would light up at the prospect. Just the opposite. He looked as though nothing would be more unwelcome.

"Well, I suppose there are some things I might do," he said without any particular enthusiasm in his voice. "I like to walk. I would probably walk quite a bit, in the mountains. I might want to read a bit. But I really haven't thought much about it."

More than ever, we realized that Nehru loved his job and had no thought of leaving it; he loved everything about it, the contradictions, the inner strug-

*"It is dangerous to be guided . . . by hatreds and aversions."*



gle, the endless pressures and counter-pressures, the physical strain and the anguish and the multiple problems and complexities and the insolubles. Most of all, he loved the direct connection he had with the people of India and the destiny of his nation.

Before leaving him, we had one more question to ask—even though we knew he was annoyed whenever it came up. But everyone was asking the question all through India, and, indeed, throughout the world: After Nehru, who? In talking to newspaper editors and members of the government, we had encountered considerable feeling, some of it bitter, because Nehru had not selected a successor. One editor said he couldn't understand why Nehru couldn't anticipate the chaos and disintegration that would afflict India upon his death in the absence of a designated successor. A prominent member of the Congress Party told us that the battle for his successor might go on for months. He said Nehru was neglecting his responsibility.

We put the question to the Prime Minister. But we approached the subject somewhat gingerly.

"People say that the greatest part of Gandhi's legacy to India was you," we said. "Now, who is your legacy to India?"

He didn't hesitate a moment.

"Four hundred million people who are capable of selecting a leader for themselves. I am not going to do it for them. It would be insolent of me to do it."

"But suppose they don't have that capacity?"

"They do. Anyway, it is rather depressing to me to believe that everything we have tried to do about preparing people to rule themselves has failed. I don't believe we have failed, at least not in that respect."

"They say—even some of your friends say—that if you fail to designate a successor, the attempt to choose one would tear the country to pieces. They say that all your good work could be undone if you don't train a man to take your place."

"I think we will do all right. I think the country will do quite all right."

At that time, it is possible that he was the only man in India who held that view. Today, the Indian people know how right he was. They have been able to select a successor, a good man and a wise man. They have been able to do so without upheaval or disintegration. And they have gained in strength because of it. They have vindicated Nehru's confidence in them. They have also justified his highest aspirations. Nehru's death, in a real sense, marks the coming of age of a free and mature India. His legacy is what he wished it to be.

## Wilson

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sign twenty pages on nautical history, whether or not they are read and understood.

There is no way to stop the criticism of the exposé writer or the noise-maker down the street. In a deeper sense, no one wants to eliminate criticism. Responsible criticism is needed at all school levels, from kindergarten to the university graduate school. But broadside complaints against the entire profession and picky blasts at individual practices do more to stifle creative teaching than the repeated failures of tax referendums.

**N**O, there is no way to stop the grist mills of complaint. But there are things that people seriously interested in the welfare of public education can do. First, they can stop acting like the critics themselves. Every blast from the opportunistic critic is accompanied by a flood of inquiries from well-meaning people, whose skeptical scowls are scarcely discernible from the critic's snarls. Generally such people, after an investigation, satisfy themselves that their own local schools are a sparkling exception to the critic's broad charges. But in the process of investigation they leave trails of suspicion and resentment streaking through the school community.

Second, they can speak up for the teachers and principals and schools that they know are good. Far too often, the loud-voiced barbs and wisecracks of the critic, at the supermarket or cocktail party, go unchallenged. It has become an accepted part of social intercourse tacitly to acknowledge that kids are incorrigible, that all teachers are slightly touched, that the schools are committed by philosophy to fun and foolishness.

Finally, the informed citizen can take a more active interest in the election of qualified and responsible members to the board of education. Make no mistake about it—over a period of time, a school system reflects the character and intelligence of its board members. The fiction that American schools are controlled by an interlocking directorship of administrators and professors of education is pure poppy-cock. There isn't an administrator, and in turn a teaching staff, that isn't acutely responsive to the desires, and unfortunately the whims, of a board of education. What weaknesses the American school has can be traced largely to weak membership on boards of education.

The American public school is truly the product of the people who support it. It will be made worse, or better, not only by the dollars infused into the budget, but by the kind of moral support given by thoughtful parents and other citizens.

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**EDUCATION DIRECTOR NEEDED**—Qualified educator, experienced in special education, to supervise instructional and curriculum aspects of program at private pre-school and elementary level day school. The students, whose intellectual capacity ranges from borderline to superior, present a variety of learning problems associated with organic, developmental, or emotional disorders. Person will be working with a professional team composed of Director, Psychiatrist, Psychologist, Social Worker, Speech Therapist, Remedial Teacher, Classroom Teachers and Teachers in Special Skills. State salary required. Apply to: Albert Silverman, Director, The Green Tree School, 6340 Wayne Avenue, Philadelphia, Pennsylvania 19144.

## HOUSES AVAILABLE

### For Sale

**BERKSHIRE HILLS FARMS,** going and abandoned. Country homes, weekend cottages from \$2,000 up. Lake property-land \$50 acre and up. Within 30 miles of Pittsfield. Free lists. Atlas Realty, 24 Hamlin, Pittsfield, Massachusetts.

**SOUTHERN VERMONT**—Country homes and acreage. Harold W. Ross, Bondville, Real Estate. Telephone 802-824-5457.

**BUCKS COUNTY NEAR NEW HOPE.** Newly restored 3 bedroom stone house with handsome stone barn. Asking \$26,000. Elizabeth James, "Country Real Estate," New Hope, Pennsylvania. 215-862-2430.

**MILLSIDE**—Virginia's Piedmont Country. 41 acres on mountain "river"—delightful setting circa 1830 fully restored home of miller and planter. \$39,000. Adjacent 139 acres good pasture, split rail fences, woodlands. \$22,500. Realty tax both properties, \$157. Write for pictures, Stevens and Company, Realtors, Box 213, Charlottesville, Virginia. Phone 296-6104.

**VERMONT FARM** built 1820. Beautifully restored, original floors, doors and hardware. 8 rooms and bath, attached shed. 100 acres in lake and ski area, trout brook, pond. \$15,000. General Stiles, Waterford, Virginia.

**MARTHA'S VINEYARD.** Skytop house, contemporary luxury, simple. \$200,000. Telephone UNiversity 1-0728 NYC, Box H-635.

**ONE HOUR** to New York. Privacy. Brook-encircled 2 level contemporary; 2 plus acres, naturalized landscaping. Ideal for in-laws. Entrance level: cathedral ceilings; foyer; dining-living room, fireplace; master bedroom-study-bath suite; kitchen with bar; 2 decks. Lower: 2 bedrooms; bath; family room; garage; patio. \$47,500. Principals only. 914-PE 9-1818.

**SMALL SUMMER COTTAGE,** Connecticut. Cathedral Pines. Only \$1,000. Box H-744.

**TYROLEAN LODGE** on 42 Adirondack acres. 4 rooms, fireplace, furnace, guest cottage, mountaintop view. \$35,000. Najer Realty, Warrensburg, N.Y.

**VERMONT**—Wallingford farm 130 acres, mountain and valley views, house dated 1824—8 rooms, fireplace, 2½ baths, kitchen with dishwasher, wall oven. Barn-garage, 2 horse stalls, fenced pasture. Simple uncomplicated living. \$27,500. Snare Associates, Realtors, Dorset, Vermont.

**SOUTHERN NEW HAMPSHIRE.** Elegant, authentically restored 18th century house. Seven fireplaces, wide board floors, beamed ceiling, great kitchen, etc. Pristine condition. \$31,500. Box H-751.

### For Sale—Furnished

**SUPERB VIEW** of Mount Desert, Maine, from Cranberry Island shore. 4 bedrooms, modern Cape Cod, furnished. \$22,000 cash. Box G-386.

**BLOCK ISLAND, R.I.,** Box 116. 4 bedrooms, garage, shed, lovely country acre. View. Heat. Furnished, antiques; equipped. Low taxes. Interesting natural community. \$14,300. Many beaches. Fishing, boating. Telephone 401-HO 6-2659.

### For Rent—Furnished

**ROSLYN, N.Y.** 9 room studio house, huge living room, excellent accessories. Near station, beaches, shopping. \$250 month, lease. Available July 1st. 516-MA 1-0855.

**LOS ANGELES SUBURBAN:** 3 bedrooms, 2 baths. Heated pool. Excellent neighborhood. October to April. \$300 month. Write Rognstad, 6641 Barela, Arcadia, California.

**VERMONT.** De luxe chalet. Aesthetic, beautiful area offers all. Will sell. 201-AD 3-0875.

**EASTERN SHORE ESTATE**—10 room house with mile of waterfront, near Easton, Maryland. \$225 monthly. Brochure. Schofield, 109 East 81st Street, NYC.

(Continued on page 72)

## HOUSES AVAILABLE

(Continued from page 71)

### For Summer Rental

**LIDO BEACH, L.I.**—4 bedroom split level house, lovely garden, 75 yards from dunes, private beach. Hour from Manhattan; half hour World's Fair. August only, \$1,000. Phone 516-GE 1-4011 after 6 p.m.

**BERKSHIRE-TANGLEWOOD COTTAGE.** On charming rustic secluded estate. Sleeps 4. Large sun deck, brick fireplace, all modern appliances. Now to October 15th. A steal at \$770. Telephone 212-0X 7-1090, Box H-752.

**RENT SUMMER COTTAGES** in scenic mountains, unusual swimming pool, 2 hours N.Y., no colony. Phone collect Ellenville 932, or write Hansburg, Walker Valley, N.Y.

**CABIN ON POND,** southern Vermont. Swimming, trout, modern conveniences. \$75 weekly. Box H-757.

**SAN FRANCISCO.** Russian Hill. 2 bedrooms, 2 baths, living-dining room, furnished completely. Double garage. Republican convention, longer, \$500 weekly. Maid available. Station wagon. 52 White Street.

**NEW HOUSE,** heart of Green Mountain National Forest. 5 bedrooms, 4 baths, 3 fireplaces. By month or season between July 10th and October 1st. Located Route 11, Peru-Londonderry, Vermont. P.O. Box 16, Londonderry, Vermont, phone 802-824-5918.

**MARTHA'S VINEYARD.** 2 room housekeeping cabin on large wooded lot. No electricity. Few minutes drive to sea. \$90 week. Box H-687.

**SOUTHERN VERMONT.** Comfortable home, accessibly secluded. Electricity. Private swimming. 4 bedrooms, living room, dining room, kitchen, bathroom. August \$500. Mrs. Helen Durant, Jamaica, Vermont.

**CAPE COD, MONUMENT BEACH**—Waterfront, year round house, unparalleled location, on former private estate. 2 bedrooms, second floor sleeping area, sun deck, private beach. Exclusive. July, August, September. Box H-723.

**CUERNAVACA, MEXICO.** Renting completely furnished home, 3 bedrooms, baths, heated pool, servants. Everything furnished. Two months, \$700. Chapman, Box 200. Phone 2-15-50.

**NEW HOPE.** Old stone house on 1/2 acre along Canal. Short stroll to Bucks County Playhouse. Fireplaces, baby grand, patios, old trees, hammock, etc. 215-862-5572, Box H-717.

**PROFESSOR GOING ABROAD** wishes to rent chalet in secluded Maine woods facing Sugarloaf Mountain. Large living room, modern kitchen, master bedroom, loft accommodations. 2 balconies overlooking pine acreage. Ideal writer's, scholar's hideaway. Family also welcome. \$600 season plus utilities. Box H-733.

**MANHATTAN OR FAIR** 30-40 minutes. Charming Victorian, 5 bedrooms plus maid's, playroom, 4 1/2 baths. Walk to beach. Available July 26th to September 5th. \$1,500. Optional extras: live-in help, Rhodes 18 Charter. 914-TE 4-6898.

**NEW ALL ELECTRIC HOUSE** in Redstone, Colorado, near Aspen. 4 bedrooms, tile baths, dishwasher, clothes washer and drier, fireplace, patio. \$200 weekly or \$600 monthly. References. Dr. O. T. Clagett, M.R. 72, Rochester, Minnesota.

**WASHINGTON, D.C.** August 15th-September 6th. Large, cool 5 bedroom house located in town, National Cathedral area, near everything. Maid included. \$450. Box H-709.

**LAKE KEEWAYDIN, MAINE.** 3 bedroom cottage, fully equipped. On tip of private peninsula, beach, boat. Walling, 145 Pinckney, Boston.

### HOUSE WANTED

**BEACH HOUSE WANTED.** completely furnished. Winthrop, Massachusetts, Marblehead, Swampscott. August 16th-30th—two weeks Reserve duty Chelsea Navy Hospital—doctor's family of seven. Box H-734.

## APARTMENTS AVAILABLE

### For Rent—Furnished

**WORLD'S FAIR RENTALS.** Furnished apartments by the week. Pennington Agency, 192-12 Northern Boulevard, Flushing, N.Y.

## APARTMENTS AVAILABLE

### For Summer Rental

**\$100 UP**—Singles, bedroom apartments. Westwood, near UCLA. Child O.K. No lease. 505 Gayley, Los Angeles, California.

**OVERLOOKING MANHATTAN.** 5 rooms, 2 bedrooms, 2 baths, dishwasher. Answering service, part-time maid. Large terrace, high floor. July-August, \$575. References. Box H-684.

**RENT:** Large seashore apartment. Quiet, cool, inexpensive. Rensch, Cape May Point, N.J.

**MANHATTAN, WEST END.** 3 bedrooms, 2 1/2 baths, river view. Flexible dates. \$250 month. Endicott 2-2894, Box H-702.

**ONE BLOCK Metropolitan Museum.** 3 bedrooms, air-conditioning, laundry. Three weeks: August 6th-28th. \$100 week plus utilities. Box H-759.

### PROPERTY FOR SALE

**BEAUTIFUL VERMONT.** A few well-chosen locations bordering small highland lake. Magnificent views. Ideal for four seasons or year-round homes. J. H. Macleod, Wallingford, Vermont.

**MAINE. WRITE TO MAINE'S** "Mr. Real Estate" for everything in property needs. Clyde I. Barrows, Franklin Realty Co., Farmington, Maine. 778-2852.

**NORTHERN VERMONT.** Tree farmers again offer incidentally acquired houses, acre lots or large tracts with outstanding views, streams, timber, some with lake frontage or near skiing. \$20 an acre and up. For brochure write Box G-28.

**BUCKS COUNTY.** High, partly wooded, overlooking beautiful valley. New York commuting. 7 acres—\$7,000. F. Louis Fitting, Realtor, New Hope, Pennsylvania. 215-862-2291.

### BUSINESS OPPORTUNITIES

**BOOK SHOP**—Active, in rapidly expanding San Francisco East Bay area. Ideal for couple. Box H-353.

**OWNER EXCELLENT QUALITY** Michigan art gallery desires advisory and financial partner. Challenging? Box H-712.

### CAMPS

**STONEGATE MUSIC & ARTS CAMP** on Long Lake, N.Y. Theatre, Dance, French, Sports. Coed. 342 Madison Avenue, NYC. TN 7-6690.

**FOR THE TALENTED:** Music, Dance, Arts, Drama, Folk Dance, Folk Music. Appel Farm Art & Music Center for Children, Elmer 22, New Jersey.

**A CAMP OF NOTE:** All instruments, Voice, Concerts, Recitals, Trips, Swimming, Sports. Accredited Music Teachers and Counselors. Empire State Music Camp, Hurleyville 3, N.Y., Joseph LaRuffa, Music Director.

**SUMMERLANE.** A school and camp based on the concept of freedom through self-regulation. Fernwood Road, Mileses, New York.

### 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.

**THE MANOR HOTEL**—Asheville, N.C. Ideal for year-round living. Perfect for a vacation.

**PAMPER YOUR RETIREMENT YEARS** at remarkably modest cost in Westchester's new residential apartment hotel, just completed, within one of the nation's most beautiful retirement communities, in a 42 acre park overlooking the Hudson River, just an hour from New York City. This modern, fully fireproof, soundproof, air-conditioned hotel offers single, double, or larger suites from \$55 per week per person including daily luncheon, dinner and maid service. Beautiful dining room, cocktail lounge, indoor swimming pool, solarium. Stores on premises. One year lease—no cash payment. Immediate occupancy. Visit THE SPRINGVALE INN on Route 9, Croton-on-Hudson, N.Y., or call 914-PE 7-6954.

## VACATIONS

**SCHROON LAKE, N.Y. SILBERT HOTEL**—heart of Adirondacks. Private beach, all sports, excellent cuisine, modern accommodations. Near Adirondack Music Festival, summer stock. From \$67.50 each, double occupancy.

**TEN MILES OFF THE COAST** of Maine: Monhegan Island. Virtually unchanged over the centuries, Monhegan's cliffs and shore, its woods, ponds and meadows offer sanctuary to the creatures and growing things of air, land and water. And to mankind. For here the cacophony, crowds and confusion of the mainland are miles away. No street lights or neon signs dim the stars. No jukeboxes, bars or cocktail lounges disturb the peace. Cars, radio and television stay on the mainland. But waiting here to be found by all: peace, quiet, beauty. The Island Inn, Box D, Monhegan Island, Maine.

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

**COLONIAL LONG ISLAND,** at Amagansett. The Ocean Dune Apartments offer luxuriously furnished, charming 2 and 4 room seaside suites with kitchenettes, daily maid service, private sun decks, swimming pool, private ocean beach, golf privileges. Rates, brochure and application: BO 9-7299 or 516-AM 7-3406.

**PROSPECT HOUSE** and Golf Club, a traditional Vermont summer resort near Rutland. 80 scenic lakeside acres (opposite Alexander Woolcott's island) where that old green magic casts its spell. NEW motel accommodations. GOLF, water sports, dancing. Delicious cuisine. Color folder. Write: Mr. & Mrs. Charles Baker, Box 90-G, Lake Bomoseen, Vermont.

**ADIRONDACK CAMP—ROAD'S END**—directly on lake. Fishing, boating and swimming. Modern housekeeping cottages and single rooms. All meals if desired. Road's End, Lake Pleasant 2, Hamilton County, New York.

**RELAX BY-THE-SEA** at superb Maine resort. Swimming pool, beach, championship putting green. Exceptional meals. Opening 57th year June 12th. The Lookout, Ogunquit 2, Maine.

**S'DRAIATO** nelle piu' alte colline di Montauk. Gurney's Inn, con la sua maestosa vista sul magnifico Atlantico, invitante a un contemplativo umore dove le preoccupazioni scompaiono nel mormorio delle onde. Le nostre villette sul lungomare e l'albergo riserva un panorama di rullante superficie azzurra e morbida sabbia accarezzata dal sole. Concediti il piacere di cullarti nel Brink o' the Beach. For color brochure write Gurney's Inn, Dept. ISR, Montauk, L. I. 516-MO 8-2345.

**ENCHANTING RUSTIC "RETREAT"** near Tanglewood and all Berkshire festivals. Ideal vacation spot for lovers of sports, Hi-Fi music, good food and true relaxation. Swimming, rowing, canoeing, tennis, shuffleboard, badminton, etc. Informal, congenial, moderate. A unique vacation spot for business and professional people. Rustic lodge, cottages and cabins. Brochure T. CHANTERWOOD, Box 81, Lee, Massachusetts.

**JAMAICA REASONABLY. CASUAL LUXURY.** 2, 3 and 4 bedroom villas; studio and 2 bedroom apartments; pool. Daily, weekly, monthly. \$5 P.P.D.O. or less. Corniche, P.O. Box 91, Montego Bay, Jamaica, W.I. NYC Office, Murray Hill 4-6823.

**HOPSEMAN'S HAVEN** in old Mexico! What more can you ask? Fine horses, beautiful trails, superb climate, outstanding instruction by cavalry officers based on methods of Mexican cavalry. Charming accommodations. Dressage, cross country, and jumping. Beautiful Colonial town, fiestas, academies, spas, library (bilingual). Write Escuela Equestre S. M. A., Apartado 1855, San Miguel de Allende, Guanajuato, Mexico.

**WHITE MOUNTAINS.** Perry House, Bethlehem, N.H. Hotel-Motel. Entertainment, pool, dancing, free golf. Children supervised. Kosher.

**"RELIEVE IT OR NOT?"**—Unspoiled mountain country 2 1/4 hours from NYC. Private lake. Boating, fishing. Trout stream. Pool. Entertainment, dancing. Jewish Cuisine. Cooks Falls Lodge, Cooks Falls, N.Y. CHelsea 4-0467.

**PEMAQUID SEMINAR.** 8th consecutive year: Stimulating and informal vacations for thinking people. Writing, lectures, discussions. Also pre-season rates. For 1964 pamphlet write: Box 386, Damariscotta, Maine 04543.

**WATCH ROCK LODGE.** Adirondack, N.Y. On Schroon Lake. Jewish-American Cuisine. Sports. Instruction: Art, Dancing, Free Water Skiing. Sand beach. Excellent children's day camp. Family plan special. Weekly \$66 and \$78. child 2/3. HI 5-2557 NYC.

**THE CLIFF HOUSE AND MOTELS.** Bald Head Cliff, Ogunquit 5, Maine. Swimming pool. Quiet, informal. Dining room, cocktail lounge. Social and sports activities. Reasonable rates without meals. May 30th to October 15th. Color brochure. Maurice Wear, Manager.

**UNWIND.** At the charming new Christmas Tree Inn—mountain setting—Continental atmosphere—excellent cuisine. Swimming pool, superb new golf course, riding, tennis. Special golf week rates. Write The Christmas Tree Inn, Sugarbush Valley, Warren, Vermont.



## VACATIONS

**COLONIAL CHARM** midst wooded Litchfield Hills. Trout stream. Casual, intimate; luscious food. Swimming pool—horses, golf, lake nearby. Country auctions, summer theatre. Lewis & Mary Fisher, Bantam, Connecticut.

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

**"GET AWAY FROM IT ALL"** on an island in Maine. \$75 weekly, \$12 daily. For brochure write Mrs. A. Tardy, Box 774, Montrose, N.Y.

**LIGHTHOUSE INN.** New London, Connecticut. Overlooking the sea, jewel box 52 room inn. Art gallery lounge, private beach, E.P. Brochure 1A.

**MOOSEHEAD LAKE.** One of New England's famous resort hotels, cottages. AAA. Golf course, fishing, water skiing. Excellent Maine food. Cocktail lounge. No hay fever. Informal. Moderate rates, June to mid-September. Squaw Mountain Inn, Greenville Junction 8, Maine.

**WATERVILLE INN**—For nearly a century a resort unchanged in its essential character. In the White Mountain National Forest. Comfortable Inn, golf course, swimming, tennis and miles of pleasant hiking trails along streams and cascades. Folder. Advance reservations requested. Waterville Valley, Campton, P.O., New Hampshire.

**MOUNTAIN VACATION.** Hendersonville, N.C. Laurel Park Lake Inn and Cottages, sand beach, boating, riding, playgrounds, golf, summer theatre. Literate, informal, friendly. Lower fall rates.

**THE ARTS COME TO LIFE** summers on the Goddard campus. Low-pressure life, professional staff to work with and learn from. Green Mountain scenery, weekly concerts. For amateur musicians, painters, craftsmen. Stay one week or more from July 1st to August 26th. ARS Recorder Seminar from July 19th to August 1st. Write Music and Art Center, Goddard College, Plainfield, Vermont.

**KINAPIC LODGE.** Lake Kezar, Lovell, Maine. American-Jewish cuisine. Cottages, private bath. Golf, tennis, beach, water skiing. Couples, families \$90+ weekly. Open to October 15th. Long Island phone TN 8-4057.

**PISGAH INN** on Blue Ridge Parkway at Mt. Pisgah. High, cool, rustic comfort. Open fires, forest trails, marvelous views. Since 1920. R-2, Box 375ASR, Canton, N.C.

**WHITNEYS'** . . . Charming Inn off beaten path. Rooms, Cottages, Motel. All seasonal sports. Famous food, AAA. Open most all year. Folder tells all. Bill & Betty Whitney, Jackson 10, New Hampshire.

**GREEN SHADOWS INN**—Old Lyme, Connecticut. Comfortable country living.

**SERENE, SECLUDED. HILLTOP-HIGH,** one of Vermont's finest inns: stately spruce, rolling meadows, distant views from a breezy terrace; ideal for sitting and sunning, reading and writing. Marlboro Music, golf, tennis, swimming and riding nearby. Spacious lounges and rooms; imaginative cuisine; friendly, informal atmosphere. From \$55 weekly, American. The North Wind, Wilmington, Vermont. Jack and Marylou Taylor.

**PINKHAM NOTCH INN**—A secluded Alpine Inn of rare charm at the foot of Mt. Washington in the White Mountain National Forest. Enjoy your leisure, superb mountain climbing, swimming and outdoor sports in an idyllic setting. \$10-\$16 American Plan. R. P. Whipple, Mgr., Jackson 3, New Hampshire.

**NATURE LOVERS. CREATIVE PEOPLE.** Find peace, quiet, beautiful hill country, charming old-world home. No TV, individualized cooking. Near lovely, historic Cooperstown. "House on the Hill," Worcester, N.Y. 1-607-397-6218.

**STEPHANIE AND PHILIP BARBER** invite you to vacation luxuriously, calmly, actively, lazily, musically, flexibly at WHEATLEIGH in Lenox, Massachusetts, where a countless once dwelled. Do write—we'll send the Wheatleigh, the jazz, the folk, the Tanglewood folders, yes.

**HOTEL PLAYA MAZATLAN.** directly on beautiful tropical beach. Excellent International cuisine, best in Mexico. \$9.60 each, double occupancy, A. P. Mazatlan, Sinaloa, Mexico.

**ASOLO THEATER COMEDY FESTIVAL** — 5th Season! Lady's Not for Burning. Twelfth Night, School for Scandal, Imaginary Invalid—in Ringling Museum's 18th century Italian theater. July 9th through August 29th. See all on one weekend. Write for package-plan brochure, folder on Sarasota County—Florida's Distinctive Resort Area. Wonderful beaches. Cool Gulf breezes. Chamber of Commerce, Box 308E, Sarasota, Florida.

**GOOSE COVE LODGE** on Deer Isle Maine. In East Penobscot Bay. Sailing, fishing, hiking and picnics. Trained naturalist for nature lovers. An artist's paradise. Write for brochure. Dr. R. A. Waldron, Owner-Manager, P. O. Sunset, Maine. Open through October.

## VACATIONS

**WINHALL MOUNTAIN LODGE**—Secluded, 2,100 feet elevation, panoramic view. Superb cuisine. Informal. Brochure. Manchester, Vermont.

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

**RELAX.** Like to get away from it all? Here you can sit in the sun and remember, or lie in the shade and forget. Take your choice. Chalfonte-Haddon Hall, on the Boardwalk. Atlantic City, N.J. Within 400 miles of our hotel, call 609-344-5131 collect for reservations.

**EVER SAUNTER** through the cool, exquisitely scented, wild azalea woodlands? THE FLYING CLOUD, New Marlboro, Massachusetts.

**GREAT BOOKS SEMINAR:** Stimulating vacation with informal atmosphere of Colby College campus. Good reading, discussions, good food, good fun among interesting adults. Write Box 179, Jericho, N.Y.

**FANTASTICALLY PAINTABLE** countryside! Great food, too! Poetic brochure. The Seraphim, The Macklems, Lakeville, Connecticut.

**ADIRONDACKS.** Small, informal. Hiking, picnics, fishing; a hammock in the sun or a rocking chair by the fire. Activities for children. Folder. Trail's End, Keene Valley, New York 12943.

**QUIET COUNTRY ROOMS** with Continental breakfast. Tanglewood, Berkshire Playhouse, Jacob's Pillow, swimming, fishing and golf nearby. Single and double. Rates. Orchard House, Tyringham, Massachusetts.

**MAGPIE'S ROOST.** Falls Village, Connecticut. Small, intimate—home cooking, baking. Near lakes, Berkshire Concerts area, Music Mountain.

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

**PICTURE-BOOK VILLAGE** off beaten path. Relaxing historic Inn. Small-town events. Pool, 5 acres grounds, brook. Folder. The Tavern, Grafton, Vermont.

**SNOWBIRD MOUNTAIN LODGE.** Robbinsville, N.C. Exotic mountaintop location bordering Great Smokies. Elevation 2,900'. Small, secluded, informal — entirely modern. No cottages. Mid-May-November. American Plan \$10.00-\$12.50 per person double. Folder. Telephone 704-479-3433.

**BEDS TURNED DOWN EACH NIGHT.** Beautiful eighteenth century New England inn in one of Vermont's loveliest villages. Old World charm. Gardens, tall trees, sweeping lawns. Advance reservations requested. Barrows House, Dorset 3, Vermont.

**THE IMPROBABLE INN** for artists (and compatible personnel). Lodging, studios, one-world cuisine. \$56 weekly. Bay Street Studio 333, Boothbay Harbor, Maine. Brochure!

**LAKE MICHIGAN VACATION ESTATE.** concerts, resident artist, cottages, apartments, studios; 1,000' beach, pools, tennis, children's program. May-September. Sleepy Hollow, South Haven, Michigan.

**SAN FRANCISCO ON A BUDGET?** Charming, centrally located. Hotel Beresford, 635 Sutter Street and Hotel Cordova, 521 Post Street.

**WINDHAM HILL FARM.** West Townshend, Vermont. Quiet country inn—books—music—good food. Folder. Phone area: 802-874-9551.

**RED INN.** Provincetown, Massachusetts. Quiet rooms and breakfasts on the sea.

**FAMILY VACATIONS!** Aloha Manor, Lake Morey, Fairlee, Vermont. Informal resort (bungalows: fireplace, bath). Also "Sleep Away" or Day Camp. Water Sports. Pony. Crafts. Tennis. Trips. Golf and Dartmouth Summer Theater near. Excellent food or housekeeping units. Booklet. Mrs. Gulick Pierce, 802-333-4478.

**EXCEPTIONAL FOOD. LODGING.** Halfway between Tanglewood and Jacob's Pillow. Bossidy House, Route 20, Lee, Massachusetts.

**CANOE TRIPS OUTFITTED**—everything furnished, \$6.50 daily. Beautiful wilderness country. Free information: Border Lakes, Box 569, Ely, Minnesota.

**FISHING. HUNTING** or vacation in Newfoundland? Write Highlands Lodge, Highlands, Newfoundland, Canada.

**VERMONT. LONDONDERRY,** Route 11. Heart of Green Mountain National Forest. Flood Brook House—cool, 1,600 ft.—near theaters, concerts, antiquing, golf, hiking, fishing, swimming. \$10 up a day Modified American Plan. Families welcome. Also housekeeping apartment, attached to inn. Living room, fireplace, 2 bedrooms, kitchen, bath, private entrance. Available day, week, month. Meals if desired. Phone 802-824-5918.

## VACATIONS

**WORLD'S FAIR ACCOMMODATIONS**—Delightful—Economic Package includes de luxe hotels — transportation — sightseeing — guides — tickets to Fair — Broadway show — many extras! For complete descriptive folders write HERITAGE TOURS, Suite 412, 610 Fifth Avenue, New York 10020.

## TRAVEL

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**CRUISE CARIBBEAN JUNGLE RIVERS.** visit friendly Bushnegro, Amerindian stone-age villages; hunt; fish; tour quaint capital; stay modern hotels, guest houses. Write Surinam, Dept. SR-2, 10 Rockefeller Plaza, New York.

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**HENRY HUDSON HOTEL.** 353 West 57th Street, NYC. Singles daily \$8 up, doubles \$13 up. Swimming pool, sun decks, steam room, restaurant, coffee shop. Air-conditioning and TV available. Convenient to New York World's Fair, Coliseum, Times Square, Radio City. Bus, subway at corner. COLUMBUS 5-6100.

**CRUISE COOL NEW ENGLAND** with us aboard beautiful Cape Cod Schooner Olad II. Two to six guests. Excellent meals. From Essex, Connecticut. Brochure, Captain Arthur Kimberly, Box 22297, Fort Lauderdale, Florida.

**GLOBAL CIRCLE TOURS.** Around the World in 48 or 60 Days. Completely escorted, frequent departures. Dittmann Travel Organization, Northfield, Minnesota.

**BARCELONA OR BELGRADE,** Paris or Parma, London or Lucerne—wherever you go you'll know where to eat well, live well and shop well when you carry Olson's Hotel, Restaurant and Shopping Guide to Europe, 1964 Edition. \$3.95 at all bookstores. Lippincott.

**WASTING YOUR HOLIDAY?** . . . Over one thousand Americans last 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.

**NEW YORK CITY. HOTEL BEDFORD,** 40th Street, just east of Park Avenue. For the discriminating guest who prefers a quiet, friendly hotel right in the midst of town, near all shopping and entertainment. Just 1 block from the express subway to the World's Fair. Beautifully decorated rooms and suites, all with private bath, air-conditioning, TV and fully equipped kitchenettes. Superb restaurant and cocktail lounge. Family Plan available. Write Dept. SR for brochure.

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# KINGSLEY DOUBLE-CROSTIC NO. 1576

Reg U.S. Patent Office

By Doris Nash Wortman

- DEFINITIONS**
- A. Figurative for compliments, not to be thrown at unacknowledged fiancées.
- B. Interested person who tries in a certain way to influence the deliberations of a legislative body.
- C. Lighten a cargo in time of danger.
- D. Titular character of Maugham's first "mystery" story, 1928.
- E. French diplomat and poet of early 15th cent., the title of whose best-known poem was later used by Keats.
- F. Diametrically different in position or nature, but not necessarily antagonistic.
- G. U.S. section of male liturgical choir which British call their countertenors (2 wds.)
- H. A German workman.
- I. Amer. criminologist, once warden of Sing Sing prison, Dean of Columbia Law Sch., etc. (1855-1942).
- J. Diligence.
- K. One thing the reducing dieter hopes to be (3 wds.)

**WORDS**

123 30 73 78 184 126 94 54

170 66 120 173 159 108 132 146

187 38 28 128 55 95 135 74

16 101 70 171 65 114 134 44

69 143 100 199 33 200 153 179

85 133 39 198 131 160 147 82

25 20 63 158 137 5 59 99

106 8 62 121 110 41 97 166

193 93 87 17 140 9 138 124

43 1 181 21 127 6 12 58

53 156 176 107 34 197 26 90

- DEFINITIONS**
- L. Harsh or rasping; velar.
- M. Made harmless by deprivation of natural weapons.
- N. Mere exteriors.
- O. Greek god of dreams, poetical not religious.
- P. How Trinculo characterized Caliban's "ancient smell."
- Q. Set in a conventional form; fixed (both fig. uses).
- R. Harps on (something unpleasant; 3 wds.)
- S. Sea creatures whose name sounds to be any gentleman resting.
- T. Lambings.
- U. Afternoon snacks of a hearty nature (2 wds.)
- V. Eject by broom.
- W. Coarse offensiveness.
- X. Overspread; filled.
- Y. British writer, 18th cent. on education and mechanics, who put in practice telegraphic communication bet. Dublin and Galway, 1804.

**WORDS**

169 118 190 201 60 81 172 102

64 149 18 2 185 195 77 122

174 31 109 142 177 15 186 111

98 163 61 136 10 130 188 29

145 80 116 91 36 52 157 13

103 49 83 115 152 144 7 75

76 50 179 71 40 155 45 22

3 68 178 191 32 37 92 19

182 57 4 112 150 104 196 46

47 167 105 148 117 96 89 192

141 79 84 35 165 180 11 15

27 194 86 14 129 23 151 162

189 164 42 161 175 24 88 67

48 56 168 154 139 183 125 113 72

## 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 and Third Editions.

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

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