

major institution, several million dollars a year to field teams in its name.

Money is by no means the only point of contention between the male establishment and the female invaders. Women athletes had to get older or cheaper equipment, but instead of airplane transportation, and, most vexing, use of the gym and other facilities after male athletes have used them. Vivian Barfield, director of women's intercollegiate athletics at the University of Minnesota, says that a shortage of playing space rather than rank discrimination is the cause of the facilities problem: "I can understand the male coach's point of view. He's been coaching basketball for, say, twenty-five years and has won a bunch of Big Ten championships, using the only facility on campus from two to six P.M., five days a week, and all of a sudden a women's coach comes along and wants to share it. How would you feel? Wouldn't you want to punch her right in the nose?"

Title IX, the men point out, does not require equal funding. It *does* require equal opportunity," which the college is supposed to provide by "effectively accommodating the interests and abilities of both males and females." All schools are supposed to be in full compliance by next July; those that are not will risk a cutoff of their federal education moneys. Whether or not this ever comes to pass, women athletics administrators know that their programs have a bright, expanding future. They are already pondering whether to put their funds into spectator sports—and "go big-time"—or into a greater number of women's key participant sports.

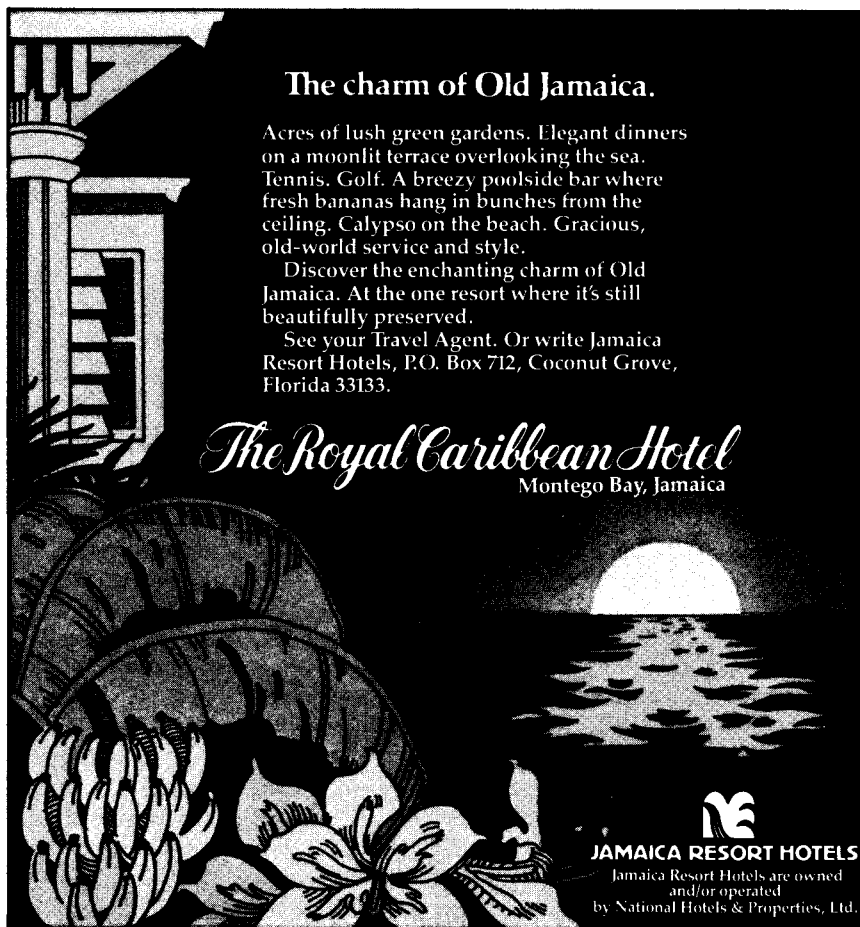
So far it seems that most will keep things woman's key. But the big-time bug can bite either sex, and who knows? In a few years, television may be presenting a female version of the Rose Bowl, for volleyball or basketball, complete with male cheerleaders. —ROGER M. WILLIAMS

**Fraser Young**  
**Literary Crypt No. 99**

*A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer on page 60.*

ZYRQE ZPRWWRFQV  
RI QJ EPYFV LYFV  
RL TJN PYIU YM V  
QJVXRQE.

—EJYVXY



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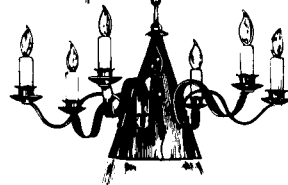
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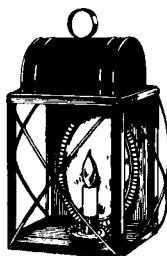


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**Light Refractions**

**On Learning the Rules**

by Thomas H. Middleton

**E**VERY THANKSGIVING, thousands of English teachers give up their family weekend and come from all over the country to attend the National Council of Teachers of English convention.

Last year, I had the privilege of speaking to the group during one of its luncheon gatherings, on the day after Thanksgiving. My theme, basically, was the need for an understanding of the rules of language and of its structure and history. I had a thoroughly enjoyable time but was somewhat surprised not only at how many English teachers disagreed with me but also at the intensity of their disagreement. I had anticipated, of course, that there would be a large faction of what I suppose might be called the linguistic community, which holds that traditional grammar is not important; indeed, that it is scarcely worth talking about.

From discussions I had during a couple of extracurricular sessions, I gathered that English teachers are divided just about 50-50 between the traditionalists, who think that children are being given something priceless when they are taught the rules of the language, and the progressives, who think that children are being frustrated in the expression of their own individuality when they are forced into the boring strictures of grammar and usage.

I think that what has happened—at least

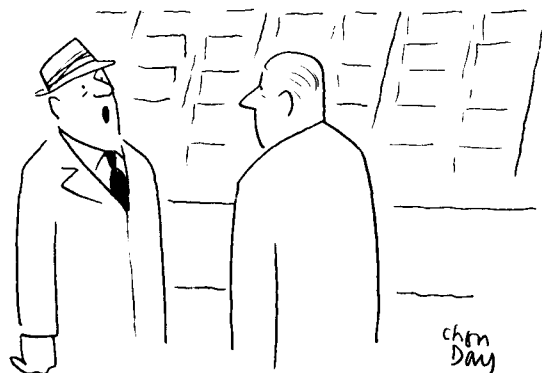
in part—is that along with most of other verities, the “truth” of English grammar has been under very heavy fire.

The rules of grammar are not divinely mandated, of course. The way the language works has evolved over the centuries, and the grammar can be said to have taken form long before anyone studied it and put a system of grammatical rules to writing. The first serious attempts to codify the language were made by John Dryden and Jonathan Swift in the late seventeenth century and the early eighteenth centuries. They both had the idea of forming a sort of English academy, similar to the Académie Française. They failed (fortunately, I think), but they did give impetus to our efforts to fit the English language in a structured pattern. Perhaps the most important step in this process was Samuel Johnson's dictionary, which came out in the eighteenth century.

Johnson's work encouraged a good number of other linguists, some of whom rather arrogantly prescribed correct usage and proscribed incorrect usage. Some of the rules the old grammarians formulated were ridiculous. Others were based on the structure of classical Latin. The rule against the split infinitive, for instance, grew out of the fact that Latin infinitives are in the form of one word, indivisible. Ergo, as the Latin scholars probably said, we should not split English infinitives.

Today, there seems to have developed a widespread feeling that all those d

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