"THE LISTENER" CROSSWORD

(Solution to No. 410)

M	I	D	A	S	■	N	O	M	I	N	A	L
O	■	I	■	P	■	I	■	A	■	■	■	T
D	I	S	T	R	A	C	T	I	O	N	■	V
E	■	A	■	Y	■	H	■	N	■	O	■	E
S	U	R	E	■	L	E	I	S	U	R	E	D
T	■	M	■	I	■	S	■	T	■	M	■	■
Y	E	A	R	N	S	■	F	A	C	A	D	E
■	■	M	■	F	■	S	■	Y	■	N	■	N
C	H	E	R	O	O	T	S	■	A	B	E	L
H	■	N	■	R	■	O	■	T	■	L	■	I
A	■	T	E	M	E	R	A	R	I	O	U	S
F	■	■	■	A	■	M	■	E	■	O	■	T
F	R	A	I	L	T	Y	■	K	U	D	O	S

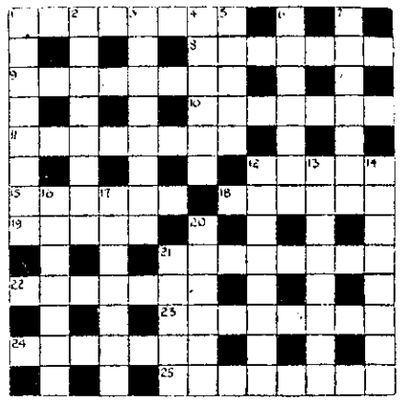
Clues Across

1. One of the names by which Trinculo and Stephano called Caliban in "The Tempest."
8. Kind of bridge which needs caution?
9. Red mares (anag.)
10. The Turkish variety is rather sweet.
11. More sand secured the release of the captive.
12. "And stretched ———— of an antique song." (Shakespeare's seventeenth sonnet)
15. Try and eat?
18. Oppose.
19. There are several among the Dramatis Personae of the Shakespearian play presented in New Zealand by the Old Vic. Company.
21. Touching form of lace tent.
22. Part of a pillar.
23. When Lady Macbeth calls her husband "Infirm of purpose!" she accuses him of being the reverse of this.
24. "All ————s are bad" ("Ruddigore")
25. "She sells ————s on the sea shore."

Clues Down

1. Dear to me — but not excessively dear.
2. What Hero might have said to her lover had he presented her with this shrub.
3. "But now I am past all ———— here but prayers." ("Henry VIII," Act 4, Sc. 2.)
4. Pantry.
5. More than half used but less than half-used.
6. "And with his ———— we are healed." (Isaiah, Chapter 53)
7. You must have had two grand ones.
12. Mine's not (anag.)
13. Solution of drug in alcohol.
14. Airy.
16. Ninth month of the Mohammedan year.
17. Their hair, skin and eyes lack pigmentation.
20. Strike out.
21. Noxious weeds found in a Tartar estate.

No. 411 (Constructed by R.W.C.)



(continued from previous page)

he's going to scorrrrre!!!!" The announcer hastily curtailed his description of the symphony's movements and put the needle on the first disc. Sibelius's Seventh isn't a very long symphony; just long enough to let the slaves follow Canterbury into a winning position. There were bright faces in Hereford Street next morning, and even the early-shift announcer sounded happy.

Are the Old a Nuisance?

FOR a steady span of years the problem of the aged folk has assumed greater and greater proportions in this country, as it must in any country with too few wage-earners to support the high proportion of very old and very young people in the population. A broadcast discussion of this problem from 4YA did not attempt to deal with such points as the housing, health, and support of old people, but confined itself to a more emotional approach. Its theme was "Are old folk a nuisance to the young?", although naturally it was phrased more politely. Most of the speakers rightly maintained that the presence of old people in the same home as younger people need not be resented, and can be a great influence for good, provided that each age-group can be provided with opportunities for privacy when required. This, of course, is the crux of this problem, and the whole thing comes back to the lack of housing space.

University for Whom?

THE discussion from 4YA, "Do Too Many People Go to the University?" provided listeners with two opposing viewpoints—affirmative, Professor R. A. Gabriel; negative, Marianne Fillenz and Dorian Saker. The speakers' arguments were not, however, as completely black-and-white as this might indicate. The two representatives of the "no" side of the argument were prepared to concede the necessity for more staff at the University, and for more intensive study in preparation for entering the University on the part of most of the intending students; but they maintained the necessity of allowing all who wished to attend the University to do so, provided that they satisfied the minimum requirements of entrance standard. Professor Gabriel presented what sounded like a stronger case, although this may have been the result of his method of presenting that case, which he did in a telling manner with a deal of dry humour. His presentation of a specimen conversation between two imaginary but representative students was a small masterpiece. His main point was that the dull students, unless the lecturer is hard-hearted enough to ignore them, will tend to retard the brilliant ones. Although a radio discussion is far from being a solution of such problems, it plays its part in the public airing of them. Thorny problems will never be adequately solved unless enough people become interested in them.