

Editorial Writer: Why has the government not seen fit to tell the public all it knows about the so-called curds-and-why affair? It is not enough to suggest that this was merely a random incident involving a lonely spider and a young diner. In today's world, poised as it is on the knife edge of . . .

Psychiatrist: Little Miss Muffet is, of course, neither little nor a miss. These are obviously the self she has created in her own fantasies to escape the reality that she is a gross divorcee whose superego makes it impossible for her to sustain a normal relationship with any man, symbolized by the spider, who, of course, has no existence outside her fantasies. Little Miss Muffet may, in fact, be a man with deeply repressed Oedipal impulses, who sees in the spider the father he would like to kill, and very well may some day unless he admits that what he believes to be a tuffet is, in fact, probably the dining room chandelier, and that what he thinks he is eating is, in fact, probably . . .

Student Demonstrator: Little Miss Muffet, tuffets, curds, whey, and spiders are what's wrong with education today. They're all irrelevant. Tuffets are irrelevant. Curds are irrelevant. Whey is irrelevant. Meaningful experience! How can you have relevance without meaningful experience? And how can there ever be meaningful experience without understanding? With understanding and meaningfulness and relevance, there can be love and good and deep seriousness and education today will be freed of slavery and Little Miss Muffet, and life will become meaningful and . . .

Child: This is about a little girl who gets scared by a spider.

(The child was sent home when the conference broke for lunch. It was agreed that he was too immature to subtract anything from the sum of human understanding.)

Now it's your turn to recast a familiar fairy tale or Mother Goose rhyme from at least three perspectives. Work in groups of three or four and use Mr. Baker's piece as a guide.

CLASSROOM ACTIVITIES

ACTIVITY 2

Group Exercise for "Separating," by John Updike

Read the story "Separating" on your own. Then, get into groups of three or four and work together on the following questions.

1. List all the characters that appear in the story.
2. From whose point of view is the story told?
3. Summarize the story from that character's point of view. That is, according to the character you named in question 2, what happens in this story?
4. Now, pick another character from those you listed in question 1. Summarize the story from the viewpoint of that character.

Reread the last two paragraphs of the story. Speculate together on what will happen next. Is there any reason to believe that Richard and Joan might not separate?

Extend the story. Write at least one page from the point of view of the character you used in question 4.

ACTIVITY I

"Little Miss Muffet," by Russell Baker**Little Miss Muffet****By Russell Baker**

Little Miss Muffet, as everyone knows, sat on a tuffet eating her curds and whey when along came a spider who sat down beside her and frightened Miss Muffet away. While everyone knows this, the significance of the event had never been analyzed until a conference of thinkers recently brought their special insights to bear upon it. Following are excerpts from the transcript of their discussion:

Sociologist: We are clearly dealing here with a prototypical illustration of a highly tensile social structure's tendency to dis- or perhaps even de-structure itself under the pressures created when optimum minimums do not obtain among the disadvantaged. Miss Muffet is nutritionally underprivileged, as evidenced by the subliminal diet of curds and whey upon which she is forced to subsist, while the spider's cultural disadvantage is evidenced by such phenomena as legs exceeding standard norms, odd mating habits, and so forth.

In this instance, spider expectations lead the culturally disadvantaged to assert demands to share the tuffet with the nutritionally underprivileged. Due to a communications failure, Miss Muffet assumes without evidence that the spider will not be satisfied to share her tuffet, but will also insist on eating her curds and perhaps even her whey. Thus, the failure to pre-establish selectively optimum norm structures diverts potentially optimal minimums from the expectation levels assumed to . . .

Militarist: Second-strike capability, sir! That's what was lacking. If Miss Muffet had developed a second-strike capability instead of squandering her resources on curds and whey, no spider on earth would have dared launch a first strike capable of carrying him right to the heart of her tuffet. I am confident that Miss Muffet had adequate notice from experts that she could not afford both curds and whey and, at the same time, support an early-spider-warning system. Yet curds alone were not good enough for Miss Muffet. She had to have whey, too. Tuffet security must be the first responsibility of every diner . . .

Book Reviewer: Written on several levels, this searing and sensitive exploration of the arachnid heart illuminates the agony and splendor of Jewish family life with a candor that is at once breathtaking in its simplicity and soul-shattering in its implied ambiguity. Some will doubtless be shocked to see such subjects as tuffets and whey discussed without flinching, but hereafter writers too timid to call a curd a curd will no longer . . .