

MATHEMATICS

x/o=undefined, distributive: $C(A+B)=CA+CB$. Algebra: what is done on one side of the equation must be balanced on the other side, simplify then equate. distance=rate x time, opposite currents=-R; $(C+R)T=D$. 1 mi.=5280', $360^\circ=3^\circ=1yd$. 8pt.=4qu=1 gallon, 16 oz.=1 lb., 1 ton=2000 lb. Average=sum of values/# values. $\pi=3.1415926$.

type of figure	area	perimeter
tri	$bh/2$	$a+b+c$
rect	lw	$2l+2w$
square	s^2 or $diag^2/2$	$4l$
rhombus	bh or ld	$2l+2w$
trapezoid	$\frac{1}{2}(B+b)h$	$A+B+C+D$
CIRCLE	$D=2r$ $\pi R^2=a$	$C=2\pi R$

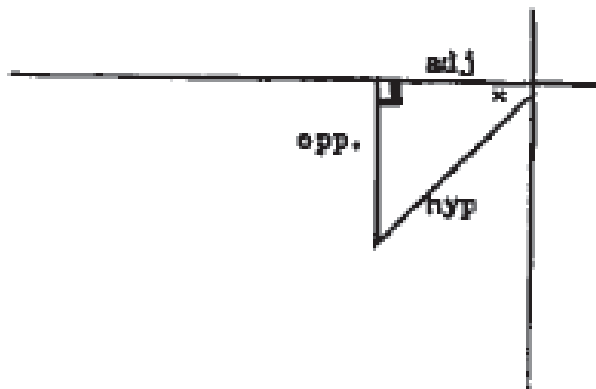
set closed if all given operation receives answers that are in set. fractions=part of, division, ratio; when equated to 100=X; to 1=decimal. exponent. -times # multiplied by itself. root=# before powered by exp. whole #'s=not fractions or unreal. $(ix)-1$ or $1/rat$. $X/Y=a/b, Xb=Ya$; (means=extremes). proportions: $a/b=k$ -direct, $ab=k$ -indirect. $(a+b)(a+b)=a^2+2ab+bb$. time working/time of whole task=Xtask done-coefficient=factor. x=abscissa, o=origin, y=ordinate. quadrants are counterclockwise rise from horizontal zero degrees. distance= $\sqrt{(x-x_1)^2+(y-y_1)^2}$. MID POINT: $(X+x/2, Y+y/2)$. 45, 90, 45-X, $\frac{1}{2}X, X, X, 30, 60, 90$; $\frac{1}{2}X, X, \frac{3}{4}X$. QUADRATIC FORMULA: where $ax^2+bx+c=0$, $x=\frac{-b \pm \sqrt{b^2-4ac}}{2a}$. (if factoring is impossible). root=# needed to solve equation. $(x+y)^2=19+(x-y)^2=1=(2x=20)$. $k=a/area$. K Sector=angle/ 360° . x K circle, ratio of triangular similitude is derived by squaring the ratio of bisectors. In a triangle the sum of the angles is 180° . point-position, no dimension. line-line, many points, straight, infinitely long. plane-flat, constant in all directions but height, straight yet sometimes considered equivalent to globe. xx maybe $\frac{1}{2}$. test all variables with small #'s. locus-group of points, identity: $x/1+o$. adjacent-don't overlap, common side & vertex. if 2 angles=90, complementary. 180, supplementary.

PASCAL'S TRIANGLE

1	*1	
121	*2	4 groups, row 4
1331	*3	2/group, 2 steps in
14641	*4	4 combinations



x may be -y, -x or +xx, 1/x=negative therefore x is negative, when testing, use not the numbers in the equation to substitute for the v variables.



SOH	CAH	TOA
SCA	CHA	COA

$$1^2 = \sin^2 + \cos^2; \sec^2 = \frac{1}{\cos^2}, \csc^2 = \frac{1}{\sin^2}, \cot^2 = \frac{\cos^2}{\sin^2}$$

$$\begin{aligned} 1 &= \sin^2 + \cos^2 \\ 1 &= \frac{1}{\cos^2} - \tan^2 \\ 1 &= \frac{1}{\cos^2} - \frac{\sin^2}{\cos^2} \end{aligned}$$



How to Raise Your Reading Comprehension Score

A substantial part of the ACT consists of Reading Comprehension questions in Social Studies and Natural Sciences. It is obvious that if you improve your Reading Comprehension ability, you will get a better mark on the ACT.

Now, let's not waste time in improving your Reading Comprehension ability. To better yourself, you must do two things:

Job #1: **YOU MUST INCREASE YOUR VOCABULARY.**

Job #2: **YOU MUST PRACTICE — THAT IS, YOU MUST READ, READ, READ.**

We are going to help you do these two jobs *right now*.

JOB #1. BUILD UP YOUR VOCABULARY

- STEP 1.** Study the ACT Vocabulary List (beginning on page 467). This list includes words which appear frequently in ACT reading passages — words whose meanings you may not now know — words whose meanings you *should* know in order to understand the ACT reading passages.
- STEP 2.** Learn those Latin and Greek stems (roots), prefixes, and suffixes which make up many English words. Use the section on "Word Building with Stems Prefixes, and Suffixes" in *Correctness and Effectiveness of Expression* (\$2.95: Simon and Schuster, N.Y.).
- STEP 3.** Have a college-level dictionary at home. Carry a pocket dictionary when you are moving about. Refer to a dictionary whenever you are not sure of the meaning of a word.

JOB #2. READ! READ! READ!

Now we are ready to explain the second of the two vital jobs (Vocabulary Improvement was the first) you must do in order to improve your Reading Comprehension ability.

- STEP 1.** At the appropriate time according to your study plan, read the selections (and answer the questions) that appear in the three Practice Tests in this book.
- STEP 2.** Read as widely as possible — everything in sight that is worthwhile reading. Newspaper reading is especially helpful in preparing for the ACT. See the Newspaper Sections Chart on the next page. Checks indicate which parts of a newspaper may be used to prepare for the three Reading Comprehension areas.

NEWSPAPER SECTIONS THAT ARE ESPECIALLY HELPFUL

NEWSPAPER SECTION	SOCIAL STUDIES	NATURAL SCIENCE	LITERATURE
EDITORIAL	✓		
FINANCIAL	✓		
DRAMA			✓
NEWS	✓	✓	✓
SCIENCE		✓	
BOOK REVIEW	✓		✓
COLUMNS	✓		

SKILLS NEEDED FOR READING COMPREHENSION SUCCESS

There are specific skills you must have in order to do well on the actual ACT. Reading practice will build up these skills without your even realizing that the skill-building is taking place. These are the reading skills we are referring to:

1. Getting the main idea in a selection.
2. Reading with concentration.
3. Adjusting the rate of reading to the nature of the material.
4. Recognizing important details and using them to draw conclusions.
5. Remembering what you have read.

Let us now discuss briefly how you can go about improving yourself in each of these five reading skills.

1. Getting the Main Idea in a Selection

- (a) *Skim* over the article. Often, this method will spotlight the main idea of what you are reading.
- (b) *Underline* important words and ideas as you read the passage. Then when you finish reading the passage, go over what you have underlined. You will, as a consequence, be able to determine the main thought the author is driving at.

2. Reading With Concentration

- (a) Of primary importance in being able to concentrate on what you are reading is your personal physical and mental health. Your answers to the following questions should be *YES* if you wish to concentrate well on what you are reading:

Are your eyes well rested?
Do you see well?
Is the lighting good as you read?
Is your health generally good?
Are you free from emotional strain?

- (b) Set yourself a *time limit* for reading a selection. Trying to read within the time limit will help you to avoid distractions.

- (c) *Underline key words* in what you are reading. If your mind wanders, look at the key words to keep your thoughts together in regard to what you are reading.

3. Adjusting the Rate of Reading to the Nature of the Material

- (a) *Skim* through the passage to determine just how you are going to read it. If it is a very light article — let's say, an account of what happened on a picnic — then you will read it relatively fast. On the other hand, if you are dealing with a very involved scientific article, you will have to read slowly in order to understand it. Re-reading will also probably be necessary for such an article.
- (b) If you do re-read, your second reading should be faster than the first since you are already familiar with many of the facts and ideas mentioned in the article.
- (c) Sometimes one part of a passage requires a different reading rate than another part of the same passage since the first part may be more detailed and complicated than the second part.

4. Recognizing Important Details and Using Them to Draw Conclusions

- (a) The underlining method referred to in "1 (b)" above is very helpful in identifying the important details.
- (b) If what you have underlined is important in building up the main idea, then you can be sure that you have underlined an important detail.
- (c) Use these important details *with care* in order to choose correctly among the question choices. Don't come to your conclusions hastily.

5. Remembering What You Have Read

- (a) Again, use to advantage the underlining suggestion in "1 (b)" above.
- (b) If time is not too short, *outlining* the reading passage is of considerable value to help you remember what you have read.

Now, read the following short selection. As you read it and as you answer the question based upon the selection, try to put to use as many of the five reading skills as you can. After you decide which of the question choices is correct, read the "answer analysis."

SELECTION AND QUESTION

Most tropical forests are composed of a wide variety of species of trees, intermingled in great confusion. They can be exploited economically only if practically all the important species can be utilized. Only a few of them are now known on the world's markets, and those are chiefly cabinet woods, of which the supply and the possibilities for utilization are more or less limited. To market large quantities of the less-known timbers, particularly those which are more suited for common lumber and construction, a long process of education and economic pressure will be necessary to overcome the established habits and idiosyncrasies of the consuming nations.

The trees that grow in tropical forests

- (1) are in great part unsuited to general construction uses
- (2) defy profitable economic marketing because of the profusion and confusion of their growth
- (3) are susceptible of considerably wider use on world markets
- (4) furnish the major part of the total amount of cabinet woods consumed in industry

ANSWER ANALYSIS

(3) "... are susceptible of considerably wider use on world markets" is the best choice. This sentence seems to mean that more tropical trees could be used in other countries. The last sentence in the paragraph says that under certain conditions there would be a market for large quantities of lesser known timbers. Choice 3 is correct.

(1) "... are in great part unsuited to general construction uses" is wrong. The paragraph states that more education and economic pressure are needed before wood from tropical trees can be marketed for general construction use, but it does not say that the trees are unsuitable for such use.

(2) "... defy profitable economic marketing because of the profusion and confusion of their growth" is wrong. Although the paragraph does state some of the difficulties of profitably marketing wood from tropical forests, it does not say that the problem defies solution because of the profusion and intermingling of many species of trees.

(4) "... furnish the major part of the total amount of cabinet woods consumed in industry" is wrong. Choice 4 is not supported by the paragraph; it is a misinterpretation of a statement in the paragraph. The paragraph states that the tropical woods now known and used are chiefly cabinet woods (of which fine furniture is made); it does not say or imply that the greatest proportion of the wood used in cabinetmaking is tropical wood.

READING SPEED AND READING COMPREHENSION

While you are taking the ACT, don't worry about your reading speed. Reading experts have found that the purpose of reading influences the speed with which reading is done. The efficient reader slows his rate and rereads as necessary in keeping with the demands of the task.

Although comprehension (understanding what you are reading) is far more important than the speed with which you read, it is advantageous to learn to read faster. That brings us to a discussion of "eye movements."

EYE MOVEMENTS

Only 6 per cent of the time that you spend while you are reading is given to resting your eyes on the words that you are reading. The other 94% of your reading time is devoted to moving your eyes from word to word — or words to words. The efficient reader moves his eyes from words to words — that is, from thought group to thought group. The poor reader moves his eyes from word to word. The more words that you recognize in a single pause, the faster you will read. Your reading rate will, of course, depend on what you are reading. The eye movements of a good reader while he is reading a very difficult selection will be much like the eye movements of a poor reader who is reading a very easy selection.

READ IN THOUGHT GROUPS

Let's make a fast check to see whether you are a "thought group" reader (which is good) or a "word by word" reader (which is bad). With the palm of your hand, cover the line of print below each black square — one line of print at a time, of course. Then expose the line of print for a fraction of a second — cover it again. Were you able to read every word in the fraction of a second? If not, keep practicing till you succeed.

Some books
are to be tasted
others to be swallowed
and some few
to be chewed and digested
Try some more:
A recent statement
by the U.S. Office of Education
that 30,000 high school graduates
read below a fifth-grade level
has caused
educators and laymen alike
to wonder
just what is in
a high school diploma

USE THE ZIGZAG METHOD

If you develop this important skill of reading by thought groups, you will speed up your reading incredibly. The "zigzag" method is especially recommended to increase your reading rate. Read the following selection by drawing your finger in *zigzag style* down the center of the page. Don't look directly at the first word or the last word in each line. Instead, direct your eyes at the middle part of the line. As you train your eyes on the heavy-type center section of the passage, try to take into your eye span the lighter words to the left and to the right. Practice with this zigzag finger method will likely increase your reading speed at least three times what it is now.

Some people have the feeling that nothing can be done about their poor reading ability. They feel hopeless about it. Can you learn to read better, or must you agree that nothing can be done about it?

To be sure, people are different. You cannot expect to do everything as well as certain other people do. If all the students in a class tried out for basketball, some would be very good players; others would be very poor; and many would be in between. But even the very poor players can become much better players with the right guidance and with plenty of practice. It is the same with reading. Some seem to take to reading and to read well without any special help. Others find reading a slow, laborious process. In between, there are all degrees of reading efficiency.

Many experiments have shown that just about every poor reader can improve his reading ability a great deal. In these experiments, the poor readers were given tests of reading ability. After some of the causes of their poor reading were discovered, they were given special instruction and practice in reading. After a few months, another form of the same test was given. In nearly all cases, these people had raised their first reading score — sometimes doubling or tripling it.

READ SHORT ARTICLES TO INCREASE EYE SPAN

As we indicated in our discussion of Reading Speed (above), don't think about reading speed while you are taking a Reading Comprehension test. Certainly, don't concern yourself with eye movements while you are taking such a test. If you concern yourself with your eye movements while you are puzzling out the meaning of a selection, you won't be able to give your full attention to the passage you are reading.

Reading many interesting short articles is an excellent way to increase your eye span so that you will read in thought groups rather than word by word. This, in turn, will certainly increase your reading speed.

STANDARD ENGLISH GRAMMAR

IN A SENTENCE OR ESSAY, THE FOLLOWING MUST BE IN PERFECT AGREEMENT:

A. PROUNOMS, NOUNS 1) number (singular, plural) must agree with sentence. 2) cases nominative (I) (subjective); possessive (mine); objective (me). 3) gender (masculine/fem.)

B. verbs 1) tense-present (common), past (+ed), future (+shall, will), pres. perfect (past continuous) (+have), past perfect (+had), future perfect (+shall have), irregular bid, bare, bidden; lay (place), laid, laid; lie (recline), lay, lain; men hanged, items hung; sit, sat, sat; set, set, set; raise, raising, raised, raised; rise, rising, rose, risen. 2) subjunctive mood (doubt, wish, emotion) "If it were so" "that he go", yet "If he would agree" is corrected if it were "agreed" and "If I would have known" becomes "had known"

C. MODIFIERS 1) adverbs (for v, adj, or adv; i.e.: well, loudly). 2) Adjectives (modify nouns, pron.; i.e.: good, loud). 3) Comparison: regular; comparative (x of several: more, -er); superlative (of all: -est, most).

D. SENTENCE SENSE ERROR 1) dangling participles (participles or such phrases do not clearly & perfectly produce desired modification). 2) fragment (predicate or subj. not included, or contains dependant word). 3) run-on (more than complete thought forged forcibly into one very long sentence). 4) lack of parallel construction (number, case, gender, tense, degree of comparison don't agree). 5) improper diction-see VOCABULARY.

E. PUNCTUATION 1) comma to: set off nouns in direct address, set off words & phrases in apposition, set off items in a series, (comma before and is omittable), & separate main clauses connected by ~~and~~ & coordinating conjunctions, to set off 1 long introductory phrases, ~~and~~ and clauses preceding the main clause, to set off unimportant or unrestrictive sentence parts, to substitute parentheses, to set off contrasting interdependant expressions, to replace and in between adjectives, to indicate omission, and in dates and addresses. 2) question mark, ~~and~~ after question, not inside quotations. 3) colon-time, ratios, after business salutations, before lists. 4) semicolon-between non-conjoined main clauses, to replace and discern between ~~and~~ uses of commas, before introducing lists. 5) quotations-sentence of speaker written within sentence of narrator.

F. EXPOSITORY WRITING 1) be repetetive, anticipative, use ultra-simple logic; EXPLAIN: WHAT YOU ARE TO SAY, WHAT YOU ARE STATING, AND WHAT YOU STATED. strictly remain with topic; state and reinforce even the most obvious, all in order of importance. 2) transition between paragraphs-relate paragraph to previous statement and to introduction. 3) 3 basic parts - prologue (introduction, say what you are to state) apodixe (body, prove introduction with simple steps of logic); epilogue (conclusion, state what you have stated, in short summary form).

PRONOUNS AND A.C.T. INFO:

DIRECT OBJECT IS DIRECT FROM VERB, INDIRECT HAS to O. from. 2) Complements: (with aux. verb) predicate noun or predicate adjective. Compound subjects are plural, unless collective. Clauses or phrases are not part of simplified sentence. If singlar subjects are conjoined by ~~or~~, ~~nor~~... are singlar. Collective ~~is~~ noun or pron.: many in one unit. indefinite pronouns (all, no one, anybody): singlar. OTHER VERB INFLECTS: person (1st-self; 2nd-to other; 3rd-of other); voice (active-doer; passive-receiver). Subject tied to verb. Complement explains or receives action. Antecedent: word referred to; i.e.: main clause subject of dependant clause, referred to by relative pronoun... relative pronoun: relates clause, makes dependant dependant (who, which, that) Interogative pronouns (who, whom, which, what). Demonstrative pronouns (this, that, these) Do not ~~be~~ place inanimate in the possessive, unless the structure is idiomatic. Gerund-present participle as noun or adj. (ing). Prepositions: relate other nouns & pronouns to rest of sentence (among, under, in, into, over, through, around, beneath, above across, between, after, before, et cetera). Interjections (feeling) "ah", "alas". Verbs-non-verbs with verb root: participles (ed, ing), gerunds, infinitives (to...). Clause-modified (altered) prep_subj unit. Emphasize important ideas, maintain a consistent opinion, voice & tone.

Writing Essay Exams (2)

Before you start to write the answer to a question, keep in mind that you are expected to demonstrate specific knowledge on the subject. A series of vague generalities will be unacceptable. Even if you are discussing a broad, general topic, support the generalizations you make with specific examples. Do not omit essential particulars just because you assume your instructor is familiar with them--the purpose is to see how you can explain them with the knowledge that you have acquired.

Often a scratch outline is useful in planning the essay--make a list of the main points you wish to cover and develop in your answer, and order them, and this can serve as a guide to your writing. It is generally much more successful to have a shorter, well organized essay than a longer sprawling and disorganized one. Often student essays are not successful because the student has presented his ideas and information in a haphazard, unrelated manner, giving the impression that he is confused about what he is writing about.

Proofreading is often the way to catch any careless errors in spelling and punctuation. Remember that if your instructor has to wade through non-standard English or misspelling he will resent it, and it may color his reaction to the content of your essay.

Perrin, Smith and Corder, pp.433-4

Writing Essay Exams

Answering essay examination questions is similar to writing a short argumentative paper. In the case of an essay exam, you are required to think over the material studied in the course of the reading for a semester, and choose that which is suitable to the question asked, and present it in the form of an essay.

It is especially important to read the exam question carefully, as this will serve as the organizing principle for the essay you will be writing. Even though you will most probably be writing under the pressure of a time limit, it is important to take the time to read the question over and think about it before starting to write. If there are several questions with differing point values, apportion your time accordingly, making sure to leave time for revision of each question.

Remember that your instructor has planned the questions to ensure that you show him your command of a specific body of material--usually he will ask you to do something specific with that knowledge, such as apply it to a given problem. For this reason it is imperative that you pay attention to the specific term used in the question, and that you are sure to do exactly what the question requires of you. One word may make a significant difference in the satisfactory completion of an exam question.

e.g. Explain the effect (causes) of the Industrial Revolution.
Describe the digestion (reproduction) of the amoeba.
Discuss the structure (sources; significance) of Hard Times.

Since the verb will often dictate the nature of your answer, be sure to interpret it properly. This is a list of words commonly used by instructors in structuring their essay questions:

analyze: give main divisions or elements, emphasizing essentials--demonstrate how they function together
classify: arrange into main classes or divisions
compare: point out likenesses
contrast: point out differences
criticize: give your opinion as to good and bad features
define: explain the meaning, distinguish from similar terms
describe: name the features in chronological or spatial order
discuss: examine in detail
evaluate: give your opinion of the value or validity
explain: make clear, give reasons for
illustrate: give one or more examples of
interpret: give the meaning or significance
justify: defend, show to be right
review: examine on a broad scale
summarize: briefly go over the essentials

It is a good idea, to keep yourself from straying from the question, to repeat its key word or words in your opening sentence.

(Perrin, Smith and Corder, pp.431-2)

State Librarian - State of Nevada, Carson City, Nev.

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ANTHER The pollen-bearing part of a stamen (see).

ANODE The electrode connected to the positive terminal of a battery or other source of electromotive force.

ATOMIC CLOCK A highly accurate instrument using the period of vibration of atoms as a standard for the measurement of time.

AUREOMYCIN One of the newer antibiotics.

BINARY FISSION Type of asexual reproduction.

A List of Natural Science Terms

ABDOMEN The cavity that contains the stomach, intestines, liver, etc. Also called belly.

ADDUCTOR Refers to a muscle that draws a part away from the midline of the body.

ADROGENESIS An old idea, now discredited, that living things may arise from nonliving objects.

ABSORPTION Passage of dissolved substances into the villi (see) for distribution through the body.

ACCELERATION An increase in speed.

ACETYLCHOLINE A substance secreted by nerve endings in the heart and elsewhere. It helps to lower blood pressure.

ACTH (Adreno-Corticotrophic-Hormone) A hormone (see) from the pituitary gland used in the treatment of certain rheumatic and allergic disorders.

ADDUCTOR Refers to a muscle that draws a part toward the midline of the body.

ADHESION The force of attraction between unlike molecules.

ADIPINE TISSUE Fatty tissue.

ADRENAL GLANDS Ductless glands attached

ALIMENTARY CANAL The food tube of higher animals.

ALKALI Any compound that will neutralize an acid.

ALLERGY Condition of the body in which there is an abnormal sensitivity to particular foreign substances.

ALTERNATING CURRENT An electric current that reverses its direction at regularly recurring intervals.

AMINO ACID An organic acid that has the amino group— NH_2 . Proteins are made of combinations of amino acids.

AMMETER A meter for measuring electric current.

AMPERE The unit of electric current equal to one coulomb (see) per second.

AMPHIBIANS Class of vertebrates that hatch as gill-breathing larvae and usually change into lung-breathing adults.

AMPLITUDE The height of a wave's crest (see).

AMYLASE An enzyme (see) that digests starch.

ANABOLISM The constructive or building-up

CHLOROMYCETIN One of the newer antibiotics used against a wide variety of germs.

CHLOROPHYLL Green coloring matter in plants.

CHLOROPLAST Small body, containing chlorophyll, in green plants.

CHORDATES Group of animals having a notochord (see), a tubular nervous system, and gill slits present at some time in their life history.

CHROMOSOME Small definitely shaped body in a cell nucleus. It contains the hereditary materials.

CHROMOSPHERE Middle layer in the sun's atmosphere.

CHRONOMETER An instrument used for the measurement of time; generally used on ships at sea.

CILIA Short hairlike projections of cytoplasm (see) from a cell.

CLIMAX Final stage in a plant succession, tending to persist indefinitely.

COASTAL PLAIN A plain, formerly underwater, that has emerged from the sea.

COCCUS A spherical bacterium.

COHESION The force of attraction between molecules of the same kind.

COLCHICINE Poisonous substance extracted from the seeds of the autumn crocus. It is used to double or triple the number of cell chromosomes.

COLD-BLOODED Pertaining to a vertebrate whose temperature changes with that of its surroundings.

COLLOID A glue-like substance, such as protoplasm or raw egg white.

COLONY Group of individuals organically joined together, with each individual more or less independent.

COMPOUND A substance whose molecule is composed of two or more kinds of atoms in chemical combination.

CONDENSATION The changing of a gas or vapor into a liquid.

CONDITIONED REFLEX An acquired response to a stimulus.

CONDUCTION OF HEAT The transfer and distribution of heat energy from molecule to molecule within a body.

CONDUCTOR A substance through which electricity or heat can readily flow.

CONJUGATION Uniting of two cells, often of similar size and appearance, such as in spirogyra or paramoecium.

CONSERVATION Wise use and development of our natural resources such as forests, flowers, and soil.

CONSTELLATION The groups or divisions into which the stars are divided for purposes of identification.

CONTINENTAL SHELF Shallow submarine plain forming a border to a continent and ending in a steep slope to the oceanic depths.

CONTOUR INTERVAL The vertical distance between two successive contour lines.

CONTOUR LINES Lines drawn on a map connecting all places on the ground having the same elevation above sea level.

CONVECTION The transfer of heat in a gas or liquid by the automatic formation of currents in the heated fluid.

CORONA The pearly-white light which surrounds the darkened sun during a total eclipse of the sun.

CORONARY ARTERIES Arteries which supply the tissue of the heart.

CORONARY THROMBOSIS The formation of a blood clot in a coronary artery.

CORTISONE Hormone secreted by the cortex of the adrenal glands.

COSMIC RAYS High energy particles, mainly protons, which originate outside the earth's atmosphere and have considerable penetrating power.

COSMOLOGY The study of the nature and structure of the physical universe.

COULOMB Unit of electrical charge transferred by a current of one ampere in one second.

CREST The top of a wave.

CRETIN One born with a deficient thyroid or none at all.

CROSSING OVER The breaking of two adjacent chromosomes, with the subsequent union of a fragment of the other.

CYCLOTRON An instrument which speeds up the movement of atomic particles for the study of the properties of atoms.

CYST A sac, or an encased resting stage.

CYTOPLASM Portion of the protoplasm of a cell that lies outside the nucleus.

DECLINATION Angular distance of the sun's vertical ray from the Equator.

DEFICIENCY DISEASE Disease caused by lack of vitamins, minerals, amino acids or other essential elements in the diet.

DENDRITES Branches of a nerve cell which carry impulses toward the cell body.

DENSITY Mass of a substance per unit volume.

DEW POINT Temperature at which the saturation of air with moisture occurs.

DIABETES Disease in which sugar and fats cannot be properly oxidized due to insufficient insulin.

DIAPHRAGM Muscular partition that separates the thoracic and abdominal cavities in mammals. It is used in breathing.

DIATOMS Simple marine animals related to green and brown algae but microscopic in size.

DIFFRACTION Deflection and dispersion of light when it passes the edge of an obstacle.

DIFFUSION The random migration of molecular particles of one substance through a second substance resulting from molecular motion.

DIGESTION The changing of food molecules into simpler molecules.

DIPLOID NUMBER Twice the number of chromosomes found in a reproductive cell.

DISPERSION The separation of white light into its constituent colors when it is bent or refracted by a lens or glass prism.

DISTILLATION Process of driving gas from liquids by heating and condensing to liquid products.

DOPPLER EFFECT Change in the pitch of sound waves, heard when the sound and observer are moving toward or away from each other.

DORSAL Pertaining to the back of an animal.

DUCTLESS GLAND Gland that secretes a hormone and passes the hormone into the bloodstream; but not through a duct.

DUODENUM The first part of the small intestine leading from the stomach.

DWARF STARS Stars relatively low in luminosity and apparent brightness.

ECLIPSE The covering of one body by the shadow of another.

ECOLOGY Division of biology that deals with the relations of organisms to each other and to their nonliving environment.

EFFLUENT Converging outward or away from a structure.

EGG The female sex cell.

ELECTRIC FIELD Space which can exert an electric force on a charge placed at any point in it.

ELECTROCARDIOGRAM Recording of the waves sent out by the heart.

ELECTRODE A positively or negatively charged terminal of a device.

ELECTROLYSIS Process of separating the positive and negative ions in a substance containing free ions by passing an electric current through it.

ELECTROLYTE A solution containing free positive and negative ions by means of which an electric current can pass.

ELECTROMAGNET Device consisting of a coil of wire wound around a soft iron core. A magnetic field is produced in the core by passing an electric current through the coil.

ELECTROMOTIVE FORCE Energy given to each unit of charge in a circuit by a source of electrical energy.

ELECTRON MICROSCOPE An optical instrument in which a beam of electrons focused by means of an electron lens is used to produce an enlarged image of a minute object on a fluorescent screen or photographic plate.

ELECTROSCOPE A sensitive instrument used to detect and identify small electric charges.

ELEMENT A substance containing only one kind of atom.

EMBRYO Young plant or animal before germination, hatching, or birth.

EMULSION A mixture consisting of two liquids which do not form a solution (see).

ENERGY The ability to work.

ENTOMOLOGY The study of insects.

ENVIRONMENT Place where a species of animal is found in nature and the conditions that are present.

ENZYME Organic compound which hastens a chemical change, being used up itself only to a slight degree, if at all.

EQUILIBRIUM A condition in which the forces acting on a system completely neutralize one another's effect.

EQUINOX Time of the year when daytime and night each equal twelve hours.

ERA One of the five main divisions of geologic time.

ESCAPE VELOCITY Velocity which a body must have to escape from the earth's gravitational pull.

ESOPHAGUS Portion of the food tube connecting the mouth region and the stomach.

ESTROGENS Hormones secreted by the ovaries.

EUGENICS Branch of genetics that aims at improving mankind by breeding.

EUTHENICS Science of improving the human species by providing the best possible environment.

FAHRENHEIT SCALE Temperature scale having 180 subdivisions between the melting point of ice, fixed at 32°, and the boiling point of water, fixed at 212°.

FATTY ACIDS The products of the digestion of fats.

FAULT A fracture and displacement of part of the earth's crust.

FAUNA Term referring to animal life of a given period or region.

FERMENTATION Chemical changes brought about in sugar solutions by yeast plants, whose wastes are alcohol and carbon dioxide.

FERNS A large group of plants representing a stage of development below the flowering plants.

FERTILIZATION Union of a mature egg and mature sperm to form a zygote (see).

FIBRIN The fibers that form a blood clot.

FIBRINOGEN A plasma protein which is changed to the fibers that form the blood clot under certain conditions.

FIBROVASCULAR BUNDLE Group of xylem and phloem cells.

FILAMENT Thread-shaped alga or fungus (see) composed of cells end-to-end.

FJORD Large, deep bay formed when a glacier erodes the bottom of a valley below sea level.

FIXED POINTS The temperatures of melting ice and boiling water, used as a standard in calibrating thermometers.

FLAGELLUM A long whiplike cytoplasmic part of a cell, capable of vibration.

FLUORESCENCE Process whereby a substance emits radiation when struck by charged particles.

FUCAL INFECTUM A localized pocket of infection, always a threat to health.

FOLIC ACID Vitamin in the B complex, used in pernicious anemia.

FOOD CHAIN Series of organisms, each of which depends for its food on the one following it in the series, the final link being a green plant.

FOOD WEB Relationships of feeding inside a biological community.

FORCE A push or pull that changes the motion of a body unless counteracted by an equal and opposite push or pull.

FOSSIL The remains or other indication of a prehistoric form of life.

FREQUENCY OF LIGHT The number of waves passing a given point every second.

FRICTION The force that opposes the motion of a body over or through another.

FROST Covering consisting of minute ice crystals, on a cold surface.

FRUIT A ripened ovary.

FULCRUM The support about which a lever turns.

FUNGI Simple non-green plants, which cannot make their own food, and so are parasitic.

GALAXY System made up of a vast number of stars and other heavenly bodies within one gravitational field.

GALL BLADDER Sac in which reserve bile is stored; attached to the liver.

GALVANOMETER Instrument used to detect and measure small electric currents.

GAMETE Reproductive cell (ovum or sperm) which unites to produce a zygote.

GAMMA GLOBULIN A substance in human blood, used as a preventive in polio.

GAMMA RAYS Highly penetrating electromagnetic radiations emitted by the nuclei of radioactive atoms.

GANGLION A group of cell bodies of nerve cells.

GASTRIC JUICE Digestive juice in the stomach which acts on protein foods.

GASTROLITH Stone in the stomach of a fish, used to grind food.

GEIGER COUNTER Instrument that detects radioactive substances by their ability to ionize the matter through which they pass.

GENERATOR Device that converts mechanical energy into electrical energy.

GENES Units in the chromosomes, which transmit specific characteristics from parents to offspring.

GENUS A grouping of plants and animals.

GEOCENTRIC Based on the assumption that the earth is the center of the universe.

GEOLOGY Study of the earth's crust, both present and past.

GERM Any microscopic plant or animal which causes disease.

GESTATION PERIOD Time required for a mammal embryo to develop from fertilization to birth.

GEYSER Hot spring that erupts from time to time throwing hot water and steam into the air.

GILL Organ used (especially by fish) for underwater breathing.

GIZZARD Muscular stomach of earthworms and birds in which the food is crushed and partly digested.

GLACIER Large mass of snow and ice that is moving because of gravity.

GLAND Group of cells producing a secretion.

GLOTTIS Opening from the mouth into the windpipe in air-breathing vertebrates.

GLUCOSE A simple sugar used in the body for energy.

GLYCEROL One of the products of the digestion of fats.

GOITER An enlarged thyroid gland.

GRAFTING Joining a twig to another plant stem.

GRANULAR Composed of particles.

GRAVITATION Force of attraction that every mass exerts on every other mass in the universe.

GUARD CELLS The two cells on either side of a leaf's stomate (see) which control the size of the opening.

GULLET Food tube leading from the mouth to the stomach in higher animals.

HABIT A form of behavior that must be learned, but later becomes more or less automatic.

HABITAT Natural home of any animal or plant.

HALF-LIFE The time it takes for half of the

atoms in a sample of a radioactive element to disintegrate.

HARD WATER Water containing dissolved minerals.

HEAT EQUATOR The line around the center of the earth which connects places having the highest temperatures.

HEAT OF FUSION The heat needed to melt a unit mass of a solid at its normal boiling point.

HELIOCENTRIC Based on the assumption that the sun is the center of the universe.

HEMOGLOBIN Red organic matter in the blood of higher animals, which carries oxygen.

HEREDITY The passing on of traits from parent to offspring through the gametes.

HERMAPHRODITE An animal having both male and female reproductive organs.

HORIZON The apparent junction of earth and sky.

HORMONE A secretion produced by a ductless gland and carried by the bloodstream to other parts of the body.

HORSE LATITUDES Region about 30° north or south of the equator, where the air is cool and dry and under pressure.

HOST An organism within or upon which a parasite lives.

HOT SPRING A spring with water above 98° Fahrenheit.

HUMORS The liquids that fill the two chambers in the vertebrate eye.

HUMUS Organic matter in the soil.

HURRICANE Tropical cyclonic storm which develops in the Atlantic Ocean near the West Indies.

HYBRID A plant or animal produced by a male and female of different species.

HYBRIDIZATION Crossing individuals that show contrasting traits.

HYDRA Fresh-water relative of the jellyfish.

HYGROMETER An instrument used to measure relative humidity.

HYPERTENSION High blood pressure.

HYPOTHESIS A temporary explanation advanced in an effort to solve a problem.

IDEAL GAS An imaginary gas which obeys the universal gas law.

IDENTICAL TWINS Twins developed from the same fertilized ovum.

IMMUNITY The condition of being unable to contract a particular disease.

IMPRINTS Markings left in sediments of shells, leaves, or body parts.

IMPULSE Message traveling along a nerve or nerve pathway.

INCISORS The cutting teeth on the front of mammal jaws.

INCLINED PLANE A simple machine consisting of a sloping surface.

INERTIA The property of matter by which it resists any change in its state of motion or rest.

INFECTIOUS DISEASES Diseases caused by germs or similar agents.

INGEST To take any substance from the outside into the digestive tract of an animal.

INOCULATION The introduction of bacteria or virus into surroundings in order to produce immunity.

INORGANIC Term applied to anything that is not alive and not produced by living things.

INPUT The work put into any machine.

INSERTION The place of attachment of a muscle to a movable body part.

INSULATOR A material that is a poor conductor of electricity or heat.

INSULIN Hormone made in the pancreas delivered directly into the blood stream and used for proper oxidation of sugars and fats.

INTESTINE Part of the digestive tract lying behind the stomach.

INVERTEBRATE Any animal without a backbone or notochord (see).

ION An atom or group of atoms having an unbalanced electrical charge.

IRIS The colored portion of the vertebrate eye.

IRRITABILITY Capacity of protoplasm to receive impulses from and respond to stimuli.

ISONIAZIDS New drugs for tuberculosis.

ISOSTASY Movement of rock materials to equalize crust stresses.

ISOTOPE Any of two or more forms of the same element which differ in the number of neutrons their atoms contain.

JET STREAM Strong horizontal air current in the lower stratosphere.

JOULE A unit of energy in the metric system.

KAME A cone-shaped hill of sand and gravel deposited by streams coming from a melting glacier.

KELVIN SCALE The scale of absolute temperature.

KETTLE HOLE Basin in a glacial drift created when blocks of ice under deposits of moraine (see) melt away, causing the overlying cover of loose rock to fall into the basin.

KIDNEY The chief organ in vertebrates for the excretion of liquid wastes.

KILOGRAM The standard unit of mass in the metric system.

KINETIC ENERGY The energy associated with the motion of a mass and equal to one-half the product of the mass and the square of its velocity.

KNOT Unit of speed equivalent to 1 nautical mile per hour.

LACTEAL A lymph vessel which absorbs digested fats out of the intestine.

LAGOON A shallow body of water such as a bay, inlet, or pond.

LARVA The wormlike stage of an insect having complete metamorphosis (see), as a caterpillar.

LARYNX The organ, situated between the trachea (see) and tongue, which contains the vocal cords.

LATERAL Pertaining to the side of the body.

LATITUDE Distance measured in degrees, north or south of the equator.

LAW OF CONSERVATION OF ENERGY AND MATTER The law stating that the total quantity of energy and matter in the universe remains constant. $E=mc^2$

LEGUME Any plant that has a blossom shaped like a pea and a pod of the pea or bean type.

LENS The focusing portion of the eye.

LENTICEL Breathing pore in the young bark of trees.

LETHAL GENE A gene that is capable of bringing about death.

LEVEE Embankment of debris along the banks of a river.

LEVER A simple machine consisting of a rigid bar, free to turn about a fixed point.

LEUCOCYTE A white blood cell.

LIGAMENT A tough, fibrous band of tissue connecting bones.

LIGHT The visible part of the electromagnetic spectrum.

LIGHT YEAR The distance which light travels in a year.

LINKAGE A tendency for certain traits to stick together in heredity because the genes for such traits are located in the same chromosome.

LIPASE A fat-splitting enzyme.

LITER A volume of 1000 milliliters, or about one quart.

LOESS Rock dust, a wind deposit.

LONGITUDE Distance measured in degrees, east or west of the Prime Meridian in Greenwich, England.

LUMINOUS BODY A source of light.

LUNAR ECLIPSE Eclipse which occurs when the earth is between the sun and the moon.

LYMPH The part of the blood serum which is outside the blood vessels, found in lymph vessels throughout the body.

LYMPH NODE One of the masses of tissue through which the lymph passes on its way back toward the heart.

MAGGOT A wormlike legless larva of an insect. A maggot is usually found in decaying matter.

MAGNETIC FIELD The space, usually around a magnet or an electric current, at each point of which a magnetic force is exerted.

MALARIA Disease caused by a protozoan (see) that lives in the bloodstream and is carried from person to person by a species of mosquito.

MALPIGHIAN BODY A small rounded body in the kidney, consisting of a tuft of blood vessels.

MAMMALS Hairy vertebrates that breathe by lungs throughout their lives and nourish their young with milk.

MAMMARY GLANDS Milk-secreting glands of mammals.

MANDIBLE A jaw.

MARSUPIALS Mammals with a pouch, such as the kangaroo.

MASS The quantity of matter a body contains.

MASTICATION The act of chewing food with the teeth.

MATTER Bodies having weight and occupying space.

MEDULLA The lowest part of the vertebrate brain, in which processes such as heartbeat and respiration are centered.

MELTING POINT The temperature at which a solid changes to a liquid at normal atmospheric pressure.

MEMBRANE A thin sheet of cells or material secreted by cells.

MEMBRANES The three membranes covering the brain and spinal cord.

MESODERM Middle layer of cells of an embryo.

METABOLISM The sum total of the chemical changes going on in a living organism.

METAMORPHOSIS Changes in the development of young animals, as the change of a tadpole into a frog.

METEOR Fragment of matter scattered throughout the solar system in the space between the planets.

METEORITE A meteor which reaches the earth's surface.

METER The standard unit of length in the metric system.

MICROBE Any exceedingly small organism.

MICROMETER Instrument used in conjunction with a microscope or telescope for measuring small distances.

MICRON The unit used in measuring microscopic objects.

MILT Sperm (see) of fish.

MITOSIS Cell division in which the chromosomes duplicate themselves.

MOLARS The grinding teeth of animals.

MOLECULE The smallest particle of a substance having the substance's chemical and physical properties.

MOLLUSK Soft-bodied animal usually encased in shells, as oysters.

MOMENTUM The product of the mass of a body and its velocity.

MONSOON Seasonal winds, frequent over land areas near the equator.

MORaine Debris that has been carried by a glacier.

MORPHOLOGY The study which deals with the form and structure of organisms.

MOTOR NERVE FIBERS Those that carry impulses from the central nervous system to muscles or other organs that make responses.

MUCOUS MEMBRANE The lining membrane of the food canal and other cavities that connect with the outside.

MUTATION A new trait, caused by gene or chromosome change, in which offspring differ from their parents.

MYCELIUM Fine white threads that make up the main plant body of many fungi.

NATURAL SELECTION Natural survival of the best-adapted individuals which become the parents of the next generation.

NATURAL SUCCESSION A series of changing plant or animal populations at a given location.

NAUTICAL MILE The unit of distance used by ships at sea, aircraft, and the Weather Bureau.

NEBULA A vast, diffuse cloud of gas.

NEGATIVE ACCELERATION Acceleration that acts to slow up a moving body.

NEURON A nerve cell.

NEUTRON An electrically neutral particle of the nucleus of nearly all atoms.

NEWTON The unit of force in the metric system.

NIACIN The name of the anti-pellagra vitamin.

NICOTINE Poison present in the tobacco plant.

NITRATE Compound in which nitrogen is combined with oxygen and at least one other element.

NITROGEN An element constituting about four-fifths of the air.

NITROGEN CYCLE The course of the element nitrogen from the air into organic compounds in living things and back into the air again.

NITROGEN-FIXING BACTERIA Bacteria that have the ability to cause nitrogen to unite with oxygen and another element to form nitrates.

NODULES Little lumps on the roots of clover and other legumes.

NOTOCHORD An elastic rod of cartilage lying just below the nerve cord in all chordates, at least in the embryo.

NOVA A star which suddenly flares up in the heavens.

NUCLEAR REACTOR A device in which a controlled chain reaction involving nuclear fission is used to supply energy and to produce new radioactive elements.

NUCLEUS The positively charged core of an atom; a rounded body in the cell, containing the chromosomes.

NYMPH The young of certain insects that have incomplete metamorphosis.

OHM The unit of electrical resistance (named after the German physicist, Georg Simon Ohm).

OLFACTORY Pertaining to the sense of smell.

OLFACTORY LOBES The portion of the vertebrate brain in which the sense of smell is centered.

OPTIC LOBES The portion of the vertebrate brain in which the sense of sight is centered.

ORBIT The path of a revolving body.

ORDER OF MAGNITUDE The power of ten that is nearest to a given number.

ORGAN A group of tissues that together do a particular job.

ORGANIC COMPOUND Any compound that contains carbon.

ORGANISM Any living thing.

OSMOSIS A special kind of diffusion in which water molecules diffuse through a semi-permeable membrane.

OUTPUT The work produced by a machine.

OUTWASH PLAIN Stratified layers formed from the pouring off of the melting water of a glacier.

OVARY The egg-forming organ of flowers and of animals.

OVIDUCT The duct from the ovary through which eggs are passed.

OVULE The sac in the ovary of a flower within which the egg is formed.

OVUM An egg cell.

OXIDATION The uniting of oxygen with another element.

OXYGEN An element which constitutes about one-fifth of the air; a component part of all protoplasm.

OZONE A heavier form of oxygen, usually present in a thunderstorm.

PALEONTOLOGY The study of fossils.

PALISADE LAYER A layer of green cells just under the upper epidermis of a leaf.

PANCREAS A digestive gland lying just near the stomach, delivering pancreatic juice into the small intestine through a duct.

PARALLAX The apparent change in the position of a distant object, caused by a change in the observer's position.

PARAMECIUM The slipper-shaped protozoan.

PARASITE An organism that takes its food from another living organism, in or on which the parasite lives.

PARATHYROID Glands located near the thyroid.

PASTEURIZATION Process of treating milk by heating it to 145° F. for a few minutes, and then cooling it rapidly, to kill most of the disease-causing organisms in the milk.

PATCH TEST A skin test for tuberculosis.

PATHOGENIC Disease-producing.

PATHOLOGIST A doctor who specializes in the study of diseased tissues.

PELLAGRA A disease caused by lack of the vitamin, niacin.

PELLICLE The thin protective layer on the surface of some protozoans.

PENDULUM A mass suspended from a point so that it can swing freely under the influence of gravity.

PENICILLIN A medicine extracted from a common mold and used in treating diseases caused by certain types of bacteria.

PENUMBRA The part of a shadow that is partially illuminated by the light source.

PEPSIN An enzyme in the gastric juice, which acts upon protein foods.

PERIGEE The point on the moon's orbit that is nearest to the earth.

PERIPHERAL NERVOUS SYSTEM All parts of the nervous system except the brain and spinal cord.

PERISTALSIS The progressive contraction of circular muscles in the food tube of higher animals, which forces the food onward.

PETAL The leaflike structure of a flower, usually colored.

PETRIFIED Turned to stone.

PHAGOCYTE A type of white blood cell that engulfs and digests bacteria and other foreign materials.

PHARYNX The anterior end of the food tube of many animals.

PHLOEM Food-conducting cells in the roots, stems, and leaves of ferns and seed plants.

PHOTOSYNTHESIS The manufacture of glucose out of carbon dioxide and water by green plants in the sunlight.

PHYLUM One of the main groups of the plant or animal kingdom.

PHYSICAL CHANGE Any change in matter that does not involve a change in the kinds or number of atoms in the molecule.

PHYSIOLOGY The science dealing with the functions in organisms.

PIGMENT Coloring matter.

PINNAL GLAND Ductless gland situated at the base of the brain.

PISTIL The organ of a flower in which the ovary is located.

PITUITARY GLAND Ductless gland situated at the base of the brain.

PLACENTA The structure through which a mammal embryo is nourished before birth.

PLANARIA A common flatworm.

PLANET Each of the nine bodies revolving around the sun.

PLANETOID Fragment which revolves around the sun between the orbits of Mars and Jupiter.

PLASMA The liquid part of the blood.

PLASTID A specialized mass of protoplasm found in certain cells, often containing pigment.

PLUMULE That portion of a seed-plant embryo which grows into the shoot.

POLIOMYELITIS Medical name of infantile paralysis; often called polio for short, injuring nerve cells of the brain or spinal cord.

POLLED CATTLE Hornless cattle.

POLLEN The male or fertilizing element in a seed plant.

POLLINATION The transfer of pollen from anther to stigma.

POLYCHROMATIC LIGHT Light that is a mixture of many colors.

POLYPOIDS Organisms with three, four, or more times as many chromosomes as the haploid number.

POSTERIOR Toward the end, opposite the head end of an animal with a right and left side.

POTENTIAL ENERGY The stored energy that a body has because of its position with respect to other bodies.

POUCHED ANIMALS Mammals that carry the young in pouches on the abdomen, as kangaroos.

POUND Unit of weight equal to 16 ounces.

POWER The rate of doing work.

PRECIPITATION Any moisture falling from the sky.

PREGNANT Pertaining to a mammal that is carrying unborn young.

PRIMATES Order of mammals that walk more or less upright.

PROLACTIN Hormone secreted by the pituitary body, stimulating the secretion of milk in mammals.

PROTEINS Class of foods composed of carbon, hydrogen, oxygen, and nitrogen, and sometimes other elements.

PROTHROMBIN Substance in the blood needed for clotting.

PROTON Positively charged particle in the nucleus of all atoms.

PROTOPLASM The living substance found in all cells.

PROTOZOA All one-celled animals. Protozoan or protozoon is the singular.

PSYCHOLOGY The science of behavior.

PTYALIN A digestive enzyme in saliva which changes starch to maltose.

PULSE The beat felt in an artery, as in the wrist.

PUPA The stage between larva and adult in the complete metamorphosis of insects.

PUPIL The opening in the iris of the eye.

PURE-LINE BREEDING A method of breeding, in which the individuals bred are pure (all alike) for a particular trait or set of traits.

QUARANTINE Restriction by government of free activities to prevent the spread of infectious disease.

QUININE A drug used in the treatment of malaria.

RABIES A disease caused by a virus that attacks the central nervous system.

RADAR A method of measuring distance from an observer to an object by means of radio echoes.

RADIANT ENERGY Energy transferred by electromagnetic waves.

RADIATION The transfer of energy by electromagnetic waves.

RADIOACTIVE ELEMENTS Elements which give off particles, as radium does.

RADIOCARBON DATING Method of dating organic remains by measuring the ratio of radioactive to ordinary carbon in them.

RAY A straight line of light.

REACTION TIME The time required for an animal to respond to a stimulus.

RECEPTORS The sense organs, such as eyes, ears, and organs in the skin.

RECESSIVE Pertaining to the trait in a contrasting pair that does not show in a hybrid produced by that pair.

REFLECTION The rebounding of waves from the surface of a new medium or barrier.

REFLEX ARC A pathway through an animal's nervous system involving two or more neurons along which an impulse travels from the point of stimulus to the organ that makes the response.

REFRACTION The bending of a ray as it passes obliquely from one medium to another.

REGENERATION Growing a new body part which replaces one that has been injured and lost, such as the growing of a new arm by a starfish where one has been broken off.

RELATIVE HUMIDITY The ratio between the absolute humidity of the air and its capacity for holding water vapor at a given temperature.

RENNIN An enzyme in the gastric juice, which curdles milk.

REPRODUCTION The production by an organism of others of its kind.

REPTILES Scaly-skinned vertebrates that breathe by lungs throughout their lives.

RESISTANCE Opposition of a circuit or part of a circuit to the flow of current.

RESOLUTION The process of dividing a force into two or more components.

RESPONSE The reaction of any organism to a stimulus.

RETINA A layer of light-sensitive cells in the vertebrate eye.

RH FACTOR A substance in the red blood cells of most but not all persons; can cause damage in the blood of infants.

RIBOFLAVIN One of the vitamins isolated from the B complex; vitamin B₂.

RICKETS A disease in which bones are softened, caused by a lack of vitamin D.

RICKETTSIA A type of minute disease-producing agents that may be intermediate between bacteria and viruses, causing typhus fever and other diseases.

ROE Fish eggs, especially before they are laid.

ROOT HAIR An elongation of an epidermal cell of a root, used in absorption.

ROTATION OF CROPS Planting a succession of different crops in a given field, year after year.

ROUNDWORMS Round, unsegmented worms, including the hookworm.

SALIVA Digestive juice secreted by glands near the mouth.

SARIPHYTES Plant living on decayed organic matter.

SCALAR Pertaining to a quantity, such as length and mass, having magnitude but not direction.

SCHICK TEST Test used to determine a person's immunity to diphtheria.

SCION The bud or twig that is attached to the stock in grafting.

SCURVY A disease caused by lack of vitamin C.

SECTION A thin slice of tissue.

SEDIMENTARY ROCK Rock made from sediment that has been under pressure, characterized by layers.

SEED A ripened ovule made of a protective coating, stored food, and an embryo plant.

SELECTION A method used in plant breeding and animal breeding.

SEMICIRCULAR CANALS The portion of the inner ear in which the sense of balance is located.

SEMIIMPERMEABLE MEMBRANE A membrane through which some kinds of molecules diffuse readily while others diffuse with difficulty, or not at all.

SENSORY NERVE FIBERS Those that carry impulses toward the central nervous system.

SEPAL The outermost leaflike flower organ, usually green, enclosing the bud.

SERUM The watery portion of an animal fluid. Blood serum is blood plasma from which the fibrinogen has been removed.

SETAE Bristles such as those embedded in the body wall of an earthworm.

SEX-LINKED TRAIT A trait whose gene is in the X chromosome, which is inherited peculiarly and appears in only one sex.

SEXUAL REPRODUCTION Reproduction that starts with the union of two sex cells or gametes.

SHORT CIRCUIT An electric circuit in which the resistance is so low as to permit a dangerously large current to flow.

SKELTON Hard supporting structure of an animal's body.

SLOPE A measure of the degree of inclination of a line to the horizontal.

SOIL DEPLETION Removal of humus and essential minerals from the soil by crops grown upon it.

SOLAR SYSTEM The grouping of the sun and the bodies revolving around it as a result of the force of gravity.

SOLSTICE The time of the year when the sun is at its greatest distance north or south of the equator.

SOLUTION Mixture of one substance dissolved in another.

SOUND WAVES Longitudinal waves in air and other material media, set up by vibrating bodies.

SPECIALIZATION OF CELLS Changing of originally similar cells into different forms suited to special work.

SPECIES The group that is named second in the scientific name of any plant or animal. Genus is the group named first, as in *Homo sapiens*.

SPECIFIC GRAVITY The ratio of the weight of a substance to the weight of an equal volume of water.

SPECTRUM OF LIGHT The array of colors in the order of wavelengths that results when light from a source is dispersed into its component colors.

SPERM A male sex cell or gamete.

SPINAL CORD The main nerve cord of vertebrates.

SPIRACLES The breathing pores of insects.

SPIRILLUM A spiral-shaped bacterium.

SPLEEN A large organ, characteristic of most vertebrates, lying near the stomach and known to destroy red blood cells in mammals.

SPONTANEOUS GENERATION A theory once accepted, but now considered disproved, that dead matter could produce living organisms.

SPORE A single-celled reproductive body, formed sexually or asexually, with or without a resistant wall, produced by plants and some protozoa.

STAMEN The pollen-producing organ in flowers.

STAPHYLOCOCCUS Certain round bacteria that often form clusters like bunches of grapes.

STATIC ELECTRICITY Electric charges at rest.

STERILE Free from living germs, or unable to reproduce.

STETHOSCOPE An instrument used by doctors to listen to heart sounds and other internal body sounds.

STIGMA The top of a pistil, where the pollen germinates.

STIMULANT Any substance which, when taken into the body, speeds up vital activities such as heartbeat.

STIMULUS Anything which induces a response in a plant or an animal.

STOMATE Opening in the epidermis of a plant leaf through which there is an exchange of gases between the air spaces and the outside atmosphere.

STRATOSPHERE The zone of the atmosphere above the troposphere and below the ionosphere.

STREPTOCOCCUS Certain round bacteria that often form chains.

STREPTOMYCIN An antibiotic from a fungus.

STRIP CROPPING A method of cultivating fields in alternating strips of close-growing and clean-tilled crops.

SYMBIOSIS A partnership between two dissimilar organisms in which they live intimately together and help each other, as the algae and fungus relationship in a lichen.

SYNAPSE The point at which the nerve impulse passes from one neuron into another.

SYPHILIS An infectious disease located at first in the reproductive organs.

TALUS Accumulation due to gravity of jagged pieces of rock at the base of a cliff.

TENTACLES Arms of the jellyfish and its relatives, or similar structures of other organisms.

TERRACING A method of farming hillside to prevent erosion.

TESTIS The sperm-forming organ of animals.

THERMOTROPISM The behavior response of an organism to heat.

THIAMIN One of the B vitamins, used to prevent beriberi.

THIGMOTROPISM The behavior response of an organism to contact.

THORAX The middle division of an animal's body between the head and abdomen. The thorax, enclosed by the ribs, contains the lungs, heart, etc.

THROMBIN A substance formed under certain conditions from prothrombin in the blood.

THYROID GLAND A ductless gland in the neck, called a goiter when enlarged.

TISSUE A group of similar cells specialized in a certain line of work.

TOPOGRAPHIC MAP A map which uses contour lines to show elevations and the shape of land.

TOXIN A poison produced by such living organisms as disease germs, snakes, insects or various fungi.

TRACE ELEMENTS Elements in soil used only in minute quantities by plants.

TRACHEA The windpipe, through which air passes from the throat to the lungs.

TRADE WINDS Strong and steady winds coming from the area of the horse latitudes.

TRANSPIRATION The loss of water from plants by evaporation, mostly through the stomata of leaves.

TRICEPS The muscle on the outside of the upper arm used in straightening the arm.

TROPISM The turning of an organism away from, or toward, a stimulus.

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- TROPOSPHERE** The part of the atmosphere in which we live.
- TUBERCULOSIS** A disease caused by the tuberculosis germ, usually infecting the lungs.
- ULTRAVIOLET LIGHT** The range of invisible radiations in the electromagnetic spectrum between violet rays and X-rays.
- UMBILICAL CORD** The cord that connects the mammal embryo with the placenta.
- UMBRA** The part of a shadow of an object from which all light is excluded.
- UREA** Organic compound produced when proteins are oxidized, excreted by the kidneys.
- URETER** A tube leading from the kidneys to the bladder.
- URITHIA** A tube through which urine is expelled from the bladder.
- URINE** Liquid excreted by the kidneys.
- UTERUS** The organ within which the human and other mammal embryos develop.
- VACCINATION** Any form of inoculation.
- VACUOLE** A small cavity in the cytoplasm of a cell, containing air or fluid or food particles.
- VAGUS NERVES** Cranial nerves which supply the heart and other organs.
- VEGETATIVE PROPAGATION** Reproduction of seed plants by asexual methods.
- VEIN** Blood vessel carrying blood toward the heart.
- VENTRICLE** A sending chamber of the vertebrate heart.
- VERTEBRATES** The group of animals with backbones.
- VESTIGIAL ORGAN** A remnant of a once useful organ.
- VILLI** The small hairlike projections on the lining of the small intestine where digested food is absorbed.
- VIRUS** Causative agent of certain diseases.
- VITAMIN** An organic compound in food needed in small quantities to maintain an organism in health.
- VOLT** Unit for the measurement of electric pressure.
- VOLTMETER** An instrument for measuring electric pressure.
- VOLUME** The amount of space a body occupies.
- WARM-BLOODED** Pertaining to an animal that maintains a constant body temperature.
- WATT** Unit of electrical power.
- WAVELENGTH** The distance from a point of a wave to the corresponding point of the succeeding wave.
- WEIGHT** The earth's gravitational pull on an object.
- WHITE BLOOD CELL** A colorless blood cell that helps to eliminate or destroy foreign invaders in the body.
- WORK** The product of a force and the distance it acts in overcoming a resistance.
- X CHROMOSOME** A chromosome that helps determine the sex of the offspring.
- X-RAYS** Deeply penetrating electromagnetic radiations.
- XYLEM** Wood cells which serve as passageways for water in the roots, stems, and leaves of ferns and seed plants.
- Y CHROMOSOME** A chromosome that helps to determine the sex of the offspring.
- YOLK** The food supply in egg cells.
- ZOOLOGY** The study of animals.
- ZYGOTE** The cell which results from the fertilization of one gamete by another.

Sarani International Enterprises

DIATACH READING COMPLEX.

Vasos-Peter John Panagiotopoulos II

Greetings, we wish you a happy tour. The management of Thattalos Tours in arrangement with one of its sister subsidiaries of SARANI, Diavtach, will give you, in the non-touring hours of your voyage, speed reading lessons.

Now our trip attendants will distribute books to read in and practice in. Please close the tape till you are finished. You must return the books later.

The major problems with regular reading is that you have inner speech, lack of concentration, mental stoppage, lack of schedule.

Your finger, underlining the words, acts as a schedule.

You may under line for precision or create a two with your finger over each paragraph for leisure, or you may underline one line going left to right, then the ~~second~~ second or even the third line backwards. Go faster your eyes will and must follow after a few practices. Your comprehension will either rise or remain ~~unchanged~~ at the same level, at the end.

Now practice each method and write a summary of what you read later.

Now I am going to teach you how you count the number of words. Take three lines and you count the number of words in those three lines. (TIME TO COUNT) now that you have done that you will divide that by three.....and receive the number of words per line. This is your x, you will multiply y your x by the number of lines you have read. Now practice by speed reading, now you ~~will~~ practice your regular method so you can determine your speed. O-kay, you will begin when I notify (tell) you. BEGIN... will not

now you will read at your regular maximum speed.....concentrate, read faster.....your time is up..... you can do better than that.....almost over.....hurry up your time is almost up.....almost one quarter of your time is ~~passed~~ left, hurry up.....seconds.....your time is up. Now count the lines you have read, now multiply this by the x.....that is your speed, record it.....now ~~we~~ I will read to you the methods again. The major problems with regular reading is that you have inner speech, lack of concentration, mental stoppage, lack of schedule. You may under line for precision or create a two with your finger over each paragraph, h for leisure, or you may under line one line going to the right ~~backwards~~, then the 2nd or even 3rd line backwards, go faster your eyes will and must follow after a few practices. Your comprehension will either rise or remain at the same level, at the end. Now practice each method and write a summary of what you read later. Choose the method you prefer.

Take a different section and prepare to practice speed reading. Begin. Hurry, you can do better than that, it is merely an athletic task,.....seconds, your time is almost up,.....Stop...... Determine your speed.....you read for one minute now take thirty seconds to write a summary.....Concentrate & hurry.....your time is up. Now you will reread this item at a faster rate, i Begin.....hurry.....you can do much better.....too slow.....you must be past your original termination point.....faster.....your time is up, comprehension will be accomplished later. Summary, thirty seconds.....faster.....and you must practice often, this is merely a physical exercise.. of the eyes.

One of the unique features of this course, other than mass production and low price, is hypnosis. That is extremely correct hypnosis....."I am somnolent, you are willing to obey and not question or doubt, you shall remember and shall not precisely as you are being told, concentrate, be comfortable, be sure your clothing is loose. It differs not if you sit or lie, simply remain comfortable, observe something, permit your eyes to lose focus, if possible breathe deeply, you are becoming heavy drowsy, you have become hypnotized! Breathe deeply relax, count backwards: 20, 19, count, next, 17, next, next, 14, next, 12, 11, 10, next, next, 7, next, 5, 4, next, 2, 1, 0. You are in deep hypnosis which is increasing. The major problems with regular reading are inner speech, which wastes energy placed on memory, lack of concentration, mental stoppage, and lack of schedule. Your finger acts as your schedule. You may underline for precision or create a two with your finger over each paragraph for leisure, or you may underline, with your finger, going left to right then ~~reverse~~ the second or even the third line backwards. Practice comprehension will be achieved. Begin awakening...1, 2, awaken 3. (LOUD SOUND).

5. Diavtach reading complex also includes a short speed righting course. It uses no code, rather an intelligent system of abbreviation in which the dominant consonants and sometimes vowels are used, for example the first word of this tape greetings can be written g-r-i-n-g. Athens may be A-th-n-e and so on.

You can practice with this tape or alone with a clock. Tapes are sold at our offices or can be heard during tours, both at a cost of fifty dollars per person. If you have any questions which our immediate personnel cannot answer, arrange for them to be sent to me. Learn more, you will be richer and will therefore travel with us more often. If you wish, you may play this as often as you wish. HAPPY TOURING, HAPPY LEARNING!



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Vasos-Peter John Panagiotopoulos II

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1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840.

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Reviewing Technical English

The ability to handle the English language with skill and taste is one of the attributes of the educated individual. Scholarship winners are expected to display their command of English in the technical English section of the examination. In this part of the scholarship test, the ability to discover errors and the power to discriminate among several variations of the same thought are examined.

To prepare for this phase of the examination, the candidate should review a good technical English textbook. The rules listed below should be mastered. They review principles that may be tested in one form or another in New York State Scholarship Examinations and other competitive tests.

NOUNS

NUMBER

To form the plural of nouns, do the following:

Add *s* to the singular

| | | | |
|-----|------|------|-------|
| boy | boys | tree | trees |
|-----|------|------|-------|

Add *es* when the noun ends in *s*, *x*, *z*, *ch*, or *sh*

| | | | |
|-----|-------|------|--------|
| tax | taxes | wish | wishes |
|-----|-------|------|--------|

Add *s* when noun ends in *o*, preceded by a vowel

| | | | |
|-------|--------|------|-------|
| cameo | cameos | trio | trios |
|-------|--------|------|-------|

Add *es* when noun ends in *o*, preceded by a consonant

| | | | |
|--------|----------|--------|----------|
| tomato | tomatoes | potato | potatoes |
|--------|----------|--------|----------|

(Note the following exceptions to this rule—contraltos, pianos, sopranos, provisos, dynamos, Eskimos)

Add *s* to nouns ending in *f* or *fe* after changing these letters to *ve*

| | | | |
|-------|--------|-------|---------|
| knife | knives | shelf | shelves |
|-------|--------|-------|---------|

(Note the following exceptions—chiefs, dwarfs, gulfs, griefs, reefs, roofs, safes, scarfs)

Add *s* to nouns ending in *y* preceded by a vowel

| | | | |
|-----|------|--------|---------|
| boy | boys | monkey | monkeys |
| | | valley | valleys |

Add *es* to nouns ending in *y* preceded by a consonant and change the *y* to *i*

| | | | |
|------|--------|-------|---------|
| lady | ladies | story | stories |
|------|--------|-------|---------|

Change to a different form in the following cases

| | | | |
|-------|-------|-------|----------|
| foot | feet | tooth | teeth |
| goose | geese | woman | women |
| louse | lice | child | children |
| man | men | ox | oxen |

Add *s* to the important part of a hyphenated word

| | |
|---------------|----------------|
| battle-axe | battle-axes |
| mother-in-law | mothers-in-law |
| passer-by | passers-by |

(Note that the important part of a hyphenated word is the noun.)

Add *s* or *es* to proper nouns

| | | | |
|--------|---------|-------|---------|
| George | Georges | Jones | Joneses |
|--------|---------|-------|---------|

Add *s* or *es* to either the title or the proper noun when both are given

| | |
|----------------|------------------------------------|
| Doctor Smith | Doctors Smith or Doctor Smiths |
| General Arnold | Generals Arnold or General Arnolds |
| Miss Brown | Misses Brown or Miss Browns |
| Mrs. Lowell | Mesdames Lowell or Mrs. Lowells |

Add *'s* to letters, numerals, and symbols

| | | | | | |
|---|-----|---|-----|------|--------|
| e | e's | 8 | 8's | etc. | etc.'s |
|---|-----|---|-----|------|--------|

Retain the foreign form with some words of foreign origin

| | | | |
|------------|------------|-------------|-------------|
| alumna | alumnae | focus | foci |
| alumnus | alumni | genus | genera |
| analysis | analyses | hypothesis | hypotheses |
| antithesis | antitheses | larva | larvae |
| bacillus | bacilli | matrix | matrices |
| bacterium | bacteria | monsieur | messieurs |
| basis | bases | oasis | oases |
| crisis | crises | parenthesis | parentheses |
| criterion | criteria | thesis | theses |
| erratum | errata | trousseau | trousseaux |

CASE

Nouns may be in the nominative, possessive, or objective case, depending on their use in the sentence. The form of the noun changes only in the possessive case. If the noun does not end in *s*, an *'s* is added to the noun to change it to the possessive form; if it already ends in *s*, add the apostrophe only.

Correct: The boy's coat. (one boy)

The boys' coats. (more than one boy)

The ladies' club.

Note that names ending in *s* may add *'s* or the apostrophe alone.

Thus *Charles' coat* and *Charles's coat* are both correct.

A noun before a gerund requires the possessive case.

Wrong: I didn't like my friend refusing to go.

Correct: I didn't like my friend's refusing to go.

PRONOUNS

NUMBER

A pronoun agrees with its antecedent in number. The words *each*, *every*, *either*, *neither*, *one*, *everyone*, *everybody*, *someone*, *somebody*, and *nobody*, require singular personal pronouns.

Wrong: Every father and son did *their* part.

Correct: Every father and son did *his* part.

Wrong: Not one of the girls returned *their* gifts.

Correct: Not one of the girls returned *her* gifts.

The singular antecedent joined by *or* or *nor* requires a singular pronoun.

Wrong: Neither the secretary nor the treasurer did *their* job well.

Correct: Neither the secretary nor the treasurer did *his* job well.

CASE

Pronouns have different forms for each case.

| Nominative
Case | Objective
Case | Possessive
Case |
|--------------------|-------------------|--------------------|
| I | me | my, mine |
| you | you | your, yours |
| he | him | his |
| she | her | her, hers |
| it | it | its |
| we | us | our, ours |
| they | them | their, theirs |
| who | whom | whose |
| whoever | whomever | |

The subject of a sentence takes the nominative case.

Correct: Sam and *I* drove to the cabin.

I told everything to *whoever* would listen.

Who do you think will run?

He played better than *we* (played).

The predicate complement is in the nominative case. Pronouns that follow the verb *to be* or its equivalent are predicate complements.

Correct: The victims were Mary and *I*.

I didn't know *who* the man was.

Pronouns in apposition with a subject or predicate complement are in the nominative case.

Correct: Two boys, Henry and *I*, volunteered to join the team.

The winners appeared to be two freshmen, Jack and *he*.

The direct object or indirect object of a verb is in the objective case.

Correct: They accused John and *him* of the theft.

Whom did you give the reward?

He gave *us* boys a scolding.

The object of a preposition is in the objective case.

Correct: Nobody will ever come between *you* and *me*.

Correct: *Whom* are you talking about?

The subject of an infinitive and the infinitive's predicate complement that refers back to the subject are in the objective case.

Correct: I wanted *him* to be *me* when I took the test.

Whom did you think *them* to be?

The possessive case of a pronoun does not require an apostrophe.

Correct: The cat hurt *its* tail.

A pronoun before a gerund requires the possessive case.

Correct: He disapproved of *our* joining the organization.

VERBS

Verbs change their form to indicate tense:

Present tense—I go (the present principal part)

Past tense—I went (the past principal part)

Future tense—I shall go (*shall* or *will* preceding the present principal part)

Present perfect—I have gone (the present form of *have* preceding the past participial form)

Past perfect—I had gone (the past form of *have* preceding the past participial form)

Future perfect—I shall have gone (the future form of *have* preceding the past participial form)

Use the past participle with the auxiliary verbs to form the perfect tenses and the passive voice.

Wrong: I have swam in the river.

Correct: I have *swum* in the river.

Wrong: The bell was *rang* by the sexton.

Correct: The bell was *rung* by the sexton.

Use the present perfect tense to denote action begun in the past and still going on.

Wrong: I attended school for three years and will graduate this June.

Correct: I *have attended* school for three years and will graduate this June.

Use the past perfect tense to denote action completed in the past before some other past action was completed.

Wrong: When I worked for a month, I asked for a raise.

Correct: When I *had worked* for a month, I asked for a raise. (You worked first and then asked.)

PRINCIPAL PARTS OF IRREGULAR VERBS

| Present | Past | Past Participle |
|------------------|---------|---------------------------|
| arise | arose | arisen |
| beat | beat | beaten |
| become | became | become |
| begin | began | begun |
| bid (to command) | bade | bidden |
| bite | bit | bit or bitten |
| blow | blew | blown |
| break | broke | broken |
| choose | chose | chosen |
| climb | climbed | climbed |
| come | came | come |
| do | did | done |
| draw | drew | drawn |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| flee | fled | fled |
| fly | flew | flown |
| forbear | forbore | forborne |
| forget | forgot | forgotten |
| forsake | forsook | forsaken |
| freeze | froze | frozen |
| give | gave | given |
| go | went | gone |
| grow | grew | grown |
| hang (to place) | hung | hung |
| hang (a man) | hanged | hanged |
| know | knew | known |
| lay (to place) | laid | laid |
| lie (to recline) | lay | lain |
| prove | proved | proved (proven, obsolete) |
| ride | rode | ridden |
| ring | rang | rung |
| rise | rose | risen |
| run | ran | run |
| see | saw | seen |
| shake | shook | shaken |

| <i>Present</i> | <i>Past</i> | <i>Past Participle</i> |
|----------------|-------------|------------------------|
| shrink | shrank | shrunk |
| sing | sang | sung |
| sink | sank | sunk |
| slay | slew | slain |
| slink | slunk | slunk |
| smite | smote | smitten |
| speak | spoke | spoken |
| spring | sprang | sprung |
| steal | stole | stolen |
| sting | stung | stung |
| stride | strode | stridden |
| strive | strove | striven |
| swear | swore | sworn |
| swim | swam | swum |
| take | took | taken |
| tear | tore | torn |
| throw | threw | thrown |
| weave | wove | woven |
| wring | wrung | wrung |
| write | wrote | written |

AGREEMENT OF VERBS WITH SUBJECT

Verbs agree with their subjects in person and number. The third person singular of the present tense of most verbs ends in *s* (the exceptions are *may*, *must*, *can*, *will* and *shall*).

Correct: *Doesn't* your dog do tricks?

There *are* two errors in your essay.

The chief weakness *is* his errors in grammar.

The number of the subject is not changed by a phrase modifying it.

Correct: *Dick* with his friends *is* planning a hike.

The words *each*, *every*, *either*, *neither*, *everyone*, *everybody*, *one*, *someone*, *somebody*, *nobody*, are singular and require a singular verb.

Correct: Each of the blocks *is* numbered.

Every boy and girl *was* in attendance.

Compound subjects joined by *and* are plural unless the compound subject is one distinct unit.

Correct: A boy and girl *are* needed for the play.

Ham and eggs *is* a favorite American dish.

Compound subjects joined by *or* or *nor* are singular if each subject is singular. If one is plural, the verb agrees with the nearer subject.

Correct: Neither the radio nor the television set *was* in operation.

Either I or my friends *are* going to insist upon an examination.

A collective noun may be either singular or plural depending on whether the noun is being thought of as a single unit or as the individual units making up the collective noun.

Correct: The team *are* arguing over who should be captain (individual members in the group are arguing).

The team *is* going to win tomorrow (the team as a group).

Words denoting amount are usually singular unless the individual units are being considered.

Correct: Ten dollars *is* on the table (amount).

Ten dollars are scattered on the table (the individual dollars).

Certain nouns although plural in form are used in a singular sense and take a singular verb (words such as *measles*, *civics* or *mathematics*).

Correct: Measles *is* catching.

None and *any* may be singular or plural.

Correct: None of the plants *was* damaged (not one plant).

None of the plants *were* damaged (no plants).

SUBJUNCTIVE MOOD

The subjunctive mood is used to express doubt, a wish, or a condition contrary to fact as it exists in the thought of the speaker.

Correct: I asked if it *were* sold.

I do wish that he *go*.

If he *were* president (and he isn't) conditions would be much improved.

Would and *should* are present only in the main clause, never in the *if* clause.

Wrong: If he would agree, I should nominate him.

Correct: If he *agreed*, I should nominate him.

Wrong: If the man would have known about this matter, he would have pressed the issue.

Correct: If the man *had known* about this matter, he would have pressed the issue.

MODIFIERS — ADJECTIVES AND ADVERBS

Adverbs are used to modify verbs, adjectives, or other adverbs.

Wrong: He dances good.

Correct: He dances well.

Wrong: He is real strong.

Correct: He is really strong.

Wrong: He talks loud.

Correct: He talks loudly.

Adjectives modify nouns and pronouns. The demonstrative adjectives—*this*, *that*, *these*, *those*—agree in number with the word they modify.

Wrong: I admire *these* kind of paintings.

Correct: I admire *this* kind of paintings.

or

I admire *these kinds* of paintings.

An adjective, called the ordinate adjective, usually follows the verb *to be* or its equivalent (feel, smell, sound, taste, seen, appear, grow, stay, become).

Wrong: The drink tastes well.

Correct: The drink tastes good.

Wrong: I feel badly about the loss.

Correct: I feel bad about the loss.

The use of *not* with such negative words as *hardly*, *neither*, *never*, *scarcely*, *nothing*, *nobody*, *no*, *none*, makes for a double negative and must be avoided.

Wrong: I can't listen to no one today. (This really means you can listen to someone.)

Correct: I *can't* listen to anyone today.

or

I can listen to no one today.

In using the comparative, be sure that the comparisons are logical.

Wrong: He is taller than any boy in the class. (Any boy would include himself.)

Correct: He is taller than any other boy in the class.

Wrong: The music of Brahms is even more impressive than Beethoven. (The music of Brahms is being compared to Beethoven himself.)

Correct: The music of Brahms is more impressive than *Beethoven's* (music).

The comparative is used when comparing two things; the superlative when comparing more than two.

Correct: This is the *older* of the two boys.

Of the three tasks, he is sure to choose the *easiest*.

In comparisons using the *as . . . as* and *so . . . as* constructions, it is advisable to use *as . . . as* in affirmative statements and *so . . . as* in negative statements.

Advisable: He is *as tall as* I.

He is not *so tall as* I.

DANGLING PARTICIPLE

A participle or participial phrase used as an adjective must have the word it modifies in the sentence, or an erroneous impression may be conveyed. To correct, supply the proper modifier or change the participle to a subordinate clause.

Wrong: Driving along the highway, the mountain came into view.

Wrong: Driving along the highway, our eyes caught a glimpse of the mountain.

Correct: Driving along the highway, we saw the mountain.

Correct: Driving along the highway, we caught a glimpse of the mountain.

Correct: While we were driving along the highway, the mountain came into view.

SENTENCE SENSE

A good sentence expresses a complete thought. It contains a subject and a predicate. Do not write in fragments or in run-on sentences.

Wrong: Our school is famous for its teams. Especially the football team. (Fragment)

Correct: Our school is famous for its teams, especially the football team.

Wrong: He was certain that he was going to fail for the term. Because he had been absent for seventeen days. (Fragment)

Correct: Because he had been absent for seventeen days, he was certain that he was going to fail for the term.

Wrong: He hit the ball, it was a homerun. (Run-on)

Correct: He hit the ball; it was a homerun.

Wrong: He was twenty minutes late, therefore, he was fined fifty cents. (Run-on)

Correct: He was twenty minutes late; therefore, he was fined fifty cents.

Correct: Because he was twenty minutes late, he was fined fifty cents.

Correct: He was twenty minutes late, and, therefore, he was fined fifty cents.

PARALLEL CONSTRUCTION

It is advisable to maintain a consistent grammatical construction in sentences.

Poor: I like fishing, hunting, and to play golf.

Better: I like to fish, to hunt, and to play golf.

When using the construction, *not only . . . but also*, both

sets of words should be followed by similar grammatical constructions.

Poor: He was not only asked to confess but also to name his confederates.

Better: He was asked not only to confess but also to name his confederates.

Better: He was not only asked to confess but also required to name his confederates.

DICTION

Aggravate—Aggravate means to *make worse*, not *annoy*.

Wrong: The children aggravated their mother.

Correct: The children irritated their mother.

The accident aggravated his condition.

Agree to, agree with

Wrong: I agreed with the plan.

Correct: I agreed to the plan.

I agreed with my friend.

All right—All right is two words.

Correct: I feel all right today.

All ready, already—All ready means *completely ready*; already means *previously*.

Correct: We are *all ready* to go.

We had *already* seen the picture.

All together, altogether—All together refers to a group; altogether means *entirely*.

Correct: When the classes sing *all together* in the auditorium they sound very good.

He is *altogether* wrong.

And—Do not use *and* after such words as *try* and *be sure* where an infinitive is required.

Wrong: Try *and* come to the game.

Correct: Try *to* come to the game.

Anxious, eager—Anxious means *worried*.

Correct: I was *anxious* about his health.

I am *eager* to join the team.

Different—The word *different* should be followed by the preposition *from*.

Due to—Authorities frown on the use of the expression, *due to*, used adverbially. The noun or pronoun it modifies should be in the sentence.

Wrong: The train was late *due to* a short circuit.

Correct: The train's lateness was *due to* a short circuit.

Former and **latter**—do not use when referring to more than two items.

Had ought—*Ought* is a deponent verb. Do not use the expression *had ought*.

Hanged and **hung**—A person is *hanged*; a picture is *hung*.

Healthy and **healthful**—A person is *healthy*; climate is *healthful*.

Kind of—Avoid the article after the expression *kind of*.

Wrong: I like this *kind of* a book.

Correct: I like this *kind of* book.

Like and **as**—*Like* is a preposition; *as* is a conjunction.

Correct: Be *like* him.

Do this work *as* you have been directed.

The reason is because—This expression is to be avoided. A noun clause used as the predicate complement of *is* is preferable.

Wrong: The reason I am late is because I did not hear my alarm clock.

Correct: The reason I am late is that I did not hear my alarm clock.

Scarcely . . . when—Do not use the expressions *scarcely* . . . *than* or *hardly* . . . *than*.

Wrong: Scarcely had he arrived than he began to make trouble.

Correct: Scarcely had he arrived *when* he began to make trouble.

RULES FOR PUNCTUATION

THE PERIOD

The period is used to indicate the end of a declarative sentence.

It is used after initials and abbreviations. It is not used after contractions, initials of governmental agencies and organizations (FCC), Chemical symbols (HCl), or radio and television call letters (WNBC).

A series of three periods is used to indicate omitted matter in a quotation. Example: We, the People of the United States, in Order to form a more perfect Union, . . . do ordain and establish this Constitution for the United States of America.

THE COMMA

The comma is used

To set off nouns in direct address:

Mr. Jones, will you please answer this question.

To set off words and phrases in apposition:

John Brown, the new captain of the team, spoke to the group.

To set off items in a series:

He ordered fishing tackle, bait, and ammunition.

(Note: the comma before *and* in a series may be omitted.)

To separate main clauses connected by co-ordinating conjunctions:

There are many explanations for your conduct, and all of them are bad. (*And, but, or, not, for, yet* are co-ordinating conjunctions.)

To set off *long* introductory phrases and clauses preceding the main clause:

Because he had not done his homework, he did not want to report to class.

To set off unimportant phrases and clauses (non-restrictive) in a sentence:

John took Mary, who was home for vacation, to the movies.

To set off parenthetical words like *first, therefore, however, moreover*, etc., from rest of sentence:

We are, therefore, planning to cancel our subscription to your magazine.

He worked hard and diligently; however, he found he had undertaken too difficult a job.

To set off contrasting interdependent expressions:

The bigger they are, the harder they fall.

To separate adjectives that may be connected by *and*:

He spoke in a harsh, strident voice.

To separate introductory words in direct quotations. (See section on *Quotation Marks*):

To indicate omitted words:

To err is human; to forgive, divine.

To separate items in dates, addresses, and geographical names:

We traveled to Detroit, Michigan and to Chicago, Illinois. I received your letter on May 21, 1955, and I answered it on Thursday, May 26, 1955.

THE QUESTION MARK

Use the question mark after a direct question:

At what time will he arrive?

The question mark is not used in indirect discourse, nor after a polite request or rhetorical question:

He asked whether you would go with him.

Will you please answer the question.

That's ridiculous, don't you think.

Question marks may precede quotation marks or follow them, depending on the sense of the sentence:

Wrong: He asked, "Are you going to the movies?"

Correct: He asked, "Are you going to the movies?"

(The question mark is part of the statement made by the speaker and therefore precedes the quotation marks.)

Wrong: Did she write "Gone with the Wind?"

Correct: Did she write "Gone with the Wind?"

Wrong: Who said, "These are the times that try men's souls?"

Correct: Who said, "These are the times that try men's souls?"

(In both sentences, the items enclosed in the quotation marks are not questions. The entire sentence, in each case, is a question. The question mark, therefore, follows the quotation marks.)

THE COLON

Use the colon to introduce a list, especially after the words *following, follows, these, etc.*:

He traveled through the following countries: England, France, Italy, Greece, and Israel.

The colon may replace the comma in direct discourse when the quotation is a long or formal one:

The President in describing his trip to Congress reported: "We have made no secret agreements."

The colon is used after the salutation in business letters:

Dear Sir: . . .

The colon is used to indicate time numerically:

It is now 3:35 p. m.

The colon is used to indicate ratios:

3:2 :: 6:4

THE SEMICOLON

Use the semicolon between two main clauses not connected by a conjunction:

The boys were sent to the gymnasium; the girls went to the auditorium to see a film on dressmaking.

Use the semicolon to replace commas when the sentence calls for more than one set of commas:

He bought and paid for the following items: a hat, ten dollars; a pair of shoes, fifteen dollars; a sport jacket, thirty-five dollars; and a raincoat, twenty-two dollars.

Use the semicolon before *namely, for example, and for instance*, when they introduce a list:

Four members were chosen to act as a committee; namely, John, Henry, Frank, and William.

(Note: Conjunctive adverbs like *however, nevertheless,*

Reviewing Literature

LITERATURE

In this section, the reader will find the following aids in preparing for the literature questions which appear on New York State Scholarship examinations and other tests:

1. Brief summaries of many of the poems, plays, essays, short stories, and novels which appear on high school reading lists.
2. Summaries of Shakespeare's plays
3. Memorable quotations from Shakespeare's plays
4. An extended reading list in each of the types of literature
5. A brief dictionary of mythological characters and places
6. A list of reference books which a high school student should be able to use in the course of his research work.

While it is impossible for a student to be acquainted with the tremendous field of literature, he may reasonably be expected to show that he has remembered many of the literary works he has encountered during his high school career. The summaries and lists included in this section are designed to assist the student who has read widely to recall these literary works easily. For the student who has not read the works listed, the summaries and tabulations will acquaint him with worthwhile titles and authors.

The candidate for a scholarship must be ready to display an awareness of the contemporary literary scene. He must keep abreast of the current trends in literature. In order to do so, it is advisable that he read the book reviews, the drama reviews, criticisms of the offerings on radio and television, and literary gossip in such newspapers as *The New York Times*, and such magazines as the *New Yorker* or *World*. He should watch for the announcement of literary awards made by such groups as sponsor the Nobel Prize, the Pulitzer Prize, and the Drama Critics' Award.

Frequently, questions about the works of prize winners appear in these examinations.

POETRY

Poetry, whether epic, narrative, lyric, or humorous in form, has had a universal appeal for readers of all generations. The high school senior of scholarship caliber will find that he is familiar with many of the poems described and listed below. For convenience in organization, the poems have been arranged in three categories—translations, British, and American.

THE ODYSSEY

Epic poem ascribed to Homer (about the ninth century B.C.)

Odysseus's adventures during the ten years of his wanderings after the battle of Troy (Ilium) and his struggle with the suitors of his wife when he returns to his home in Ithaca have formed the basis of what is probably the world's best-known epic poem.

Because he had incurred the wrath of Poseidon, the sea god, Odysseus was forced to roam the Mediterranean Sea for ten years before he was permitted by Zeus to return to his home. During that time, he had the following experiences:

1. After leaving Troy, Odysseus and his men were driven by the winds to the land of the Lotus-eaters. The life of ease proved so attractive to his men that Odysseus was compelled to force them to leave.
2. After they left the land of the Lotus-eaters, Odysseus and his men were driven to the land of the Cyclopes where they were captured by Polyphemus who proceeded to devour the men. Odysseus managed to escape by blinding the giant after telling him that his name was "Noman."
3. Odysseus reached the island where Aeolus, god of

the winds, lived. Aeolus tried to help Odysseus by giving him a bag which contained all the unfavorable winds. When this bag was opened by his curious men, the ships were driven away from Ithaca.

4. Odysseus managed to escape from the Laestrigonians who killed many of his men.

5. He reached Aeaea where Circe, a sorceress, lived. She changed his crew into swine, but Odysseus was able to withstand her charms and force her to restore his men.

6. At Circe's suggestion, Odysseus visited the land of the dead to hear the prophecy of Tiresias, the ancient Greek soothsayer.

7. He avoided the lures of the Sirens by stuffing his men's ears and by tying himself to the mast.

8. He passed through the narrow strait guarded by Scylla, a six-headed monster, and Charybdis, the whirlpool. He lost several of his men to Scylla.

9. When his men killed several of the sun-god's sacred cattle, the ships were wrecked with Odysseus the sole survivor. Odysseus was washed ashore on the island of Ogygia where Calypso, the nymph, kept him captive for seven years.

10. After Odysseus left Calypso, he drifted on his raft to Phaeacia where he was received with honor. It was here that he related the adventures enumerated above. King Alcinous of Phaeacia agreed to provide Odysseus with a ship to take him home.

Upon his return to Ithaca, Odysseus found his home besieged by suitors who wanted to marry Penelope, his loyal wife. With the aid of Telemachus, his son, and his old swineherd, Eumaeus, Odysseus slew the suitors and regained control of his kingdom.

THE DIVINE COMEDY

Poetic allegory by Dante Alighieri (1265-1321)

Virgil, the great Latin poet, offers to guide Dante through Hell, Purgatory, and Paradise. On the trip through the nether regions, Dante sees the punishment meted out to sinners in Hell. He also describes the repentance of those who are purging themselves of their earthly crimes. When they reach Paradise, Beatrice, Dante's sweetheart, guides him through the heavenly regions.

BRITISH POETRY

BEOWULF

Anglo-Saxon epic poem (written about 800 A.D.)

Beowulf, a brave Geat, goes to Denmark to help destroy Grendel, a monster who is ravaging the country. In a hand-to-hand combat, Beowulf wrenches Grendel's arm from his body. He also engages in an underwater battle with Grendel's mother. He kills both Grendel and his mother in this encounter.

Years later, Beowulf becomes king of the Geats. When a dragon threatens to destroy his kingdom, Beowulf meets it in battle, and, with the assistance of Wiglaf, kills the

beast. However, he is mortally wounded in this battle with the dragon.

SIR PATRICK SPENS

Folk ballad (anonymous)

The king of Scotland asks Sir Patrick Spens to sail his ship. Reluctantly, Sir Patrick agrees to sail even though the stormy season is at hand. The ballad tells us that his misgivings were justified for Sir Patrick Spens and the Scots lords lie in fifty fathoms of water.

THE CANTERBURY TALES

Series of poems by Geoffrey Chaucer (1340-1400)

In the *Prologue*, Chaucer gives us the framework of his series of poems. A group of pilgrims meet at the Tabard Inn. In order to pass the time, the landlord suggests that each pilgrim tell four stories. The thirty travelers present a cross-section of medieval England. They include a knight and his son, a squire, a Prioress and her attendants, a Monk, a Friar, a Merchant, a Clerk, a Sergeant of the Law, a Franklin (landowner), a Haberdasher, a Carpenter, a Weaver, an Upholsterer, a Cook, a Shipman, a Doctor of Physic, a Parson, a Ploughman, a Reve (carpenter), a Miller, a Summoner, a Pardoner, a Manciple and the author.

Of the 120 stories planned by the author, Chaucer completed twenty-four. They include:

The Knight's Tale—The story of Palamon and Arcite who fall in love with the Princess Emily. Palamon finally wins Emily even though he is defeated in the tourney for her hand.

The Nun's Priest's Tale—The story of Chanticleer, the rooster, and Dan Russell, the fox.

The Pardoner's Tale—The story of how three rioters found Death.

The Wife of Bath's Tale—She points out that a woman likes best to have her own way.

WHY SO PALE AND WAN, FOND LOVER?

Humorous poem by Sir John Suckling (1609-1642)

Suckling questions the advisability of a young man's pining because his love is not returned. He advises the young man to forget the lady and states

"If of herself she will not love
Nothing can make her!
The Devil take her!"

L'ALLEGRO

Lyric by John Milton (1608-1674)

After dismissing hateful melancholy, Milton calls on heart-easing mirth to be his lifelong companion. He describes the pleasures of country life. Descriptions of rustic beauty and simplicity of life make his decision understandable. Milton then calls the reader's attention to the pleasures of city life. He delights in the pomp and cere-

mony of the city; he finds enjoyment in the music of the theater. He feels that this life of mirth and merriment is the ideal life.

IL PENSEROSO

Lyric by John Milton (1608-1674)

In this companion piece to *L'Allegro*, Milton presents the advantages of a life of contemplation. He points out the values to be gotten from reading the works of the great poets of antiquity and meditating about the past. He dismisses the "vain deluding joys" of a life of mirth for the more serious, peaceful, and quiet life of melancholy.

ON HIS BLINDNESS

Sonnet by John Milton (1608-1674)

At first embittered by the thought that his loss of eyesight will force him to abandon his work, the poet becomes reconciled to God's will. He realizes that God needs neither man's work or gifts and that

"They also serve who only stand and wait."

ELEGY WRITTEN IN A COUNTRY CHURCHYARD

Lyric by Thomas Gray (1716-1771)

The poet resting at twilight in the churchyard begins to think of the people buried in the cemetery. He asks his readers not to scoff at the simple people he is recalling because they are similar to the great and famous people of the world in that "The paths of glory lead but to the grave." He reminds his readers that, if given the opportunity, some of those simple people might have played important roles. He states that

"Full many a flower is born to blush unseen,
And waste its fragrance on the desert air."

The theme of the entire poem is that there is potential greatness among the simple people and that it is unwise to mock and scorn them.

THE DESERTED VILLAGE

Lyric poem by Oliver Goldsmith (1728-1774)

Goldsmith recalls the charm and simplicity of Auburn, once a lovely village, now deserted because its inhabitants have emigrated to the factory towns and the colonies. Regretfully, the poet thinks of his ambition to return to Auburn and retire. He recalls the happy people who once inhabited this village; he describes the village preacher as

"A man he was to all the country dear,
And passing rich on forty pounds a year."

He remembers the village schoolmaster, so learned that the villagers wonder

"That one small head could carry all he knew."

The poet tries to visualize the life led by the villagers who had fled to the city or to Georgia and concludes that they are not happy in their new setting. He feels that England will suffer because of this depletion of its villages.

TO A MOUSE

Lyric by Robert Burns (1759-1796)

While engaged in fall plowing, Burns notices a field mouse scurrying away from his plow. Meditatively, he begins to think about the futility of much of life. The mouse had made its plans for the oncoming winter, had

provided itself with a nest, and had stored it with provisions. Suddenly, through no fault of its own, all its preparations had been ruined. Burns realizes that man, too, suffers from this same uncertainty about the future. He recognizes that

"The best laid schemes of mice and men
Gang aft a-gley."

THE COTTER'S SATURDAY NIGHT

Lyric poem by Robert Burns (1759-1796)

Burns describes the reverent observance of the Sabbath eve by a poor Scottish family. The poet feels that the greatness of Scotland lies in the strong religious feeling of the peasants and cottagers.

THE WORLD IS TOO MUCH WITH US

Sonnet by William Wordsworth (1770-1850)

Wordsworth maintains that people are spending too much time on material things and have lost their interest in nature. In the rush of business, man has gotten "out of tune" with all natural manifestations. The poet feels this loss so keenly that he would gladly revert to a pagan philosophy of nature-loving to regain this interest in natural phenomena.

LOCHINVAR

Narrative poem by Sir Walter Scott (1771-1832)

Although young Lochinvar had traveled as rapidly as he could, the fair Ellen had been betrothed to another by the time he arrived at her home. Lochinvar announced that he had come to dance at the bridal. He drank a toast to the bride and then danced with her. As the couple approached the doorway, Lochinvar whispered to Ellen and both dashed out of the room and rode away on his horse. Although the guests gave chase, neither Lochinvar nor Ellen was ever again seen by the pursuers.

THE RIME OF THE ANCIENT MARINER

Narrative poem by Samuel Taylor Coleridge (1772-1834)

A wedding guest is stopped by the ancient mariner and forced to listen to the following story:

The ship left port and sailed south toward the equator where storms drove it toward the south pole. There the ship was icebound until an albatross came to it. As it flew around the ship, the ice jam broke and a good wind helped the ship away from the polar regions. The mariner shot the albatross with his cross-bow. At first, his fellow sailors claimed he had killed the bird which had brought them good winds; however, they soon agreed that he had killed the bird which had brought the fog and mist. As soon as the ship returned to the equator, it became becalmed. The sailors became so thirsty that they could not speak. Convinced that the mariner had caused their suffering, they hung the albatross about his neck. A ghost ship approached manned by Death and Life-in-Death. The two supernatural beings cast dice for the ancient mariner, and Life-in-Death won. One by one, the sailors died until the mariner was left alone on the ship. Repentant, the lonely mariner began to love the living creatures in the sea and, finally, blessed them. At that moment, the spell was broken and the albatross fell from his neck. His thirst was quenched and the ship began to move. Manned by angels, it was brought back to the harbor. As the Pilot, the Pilot's boy, and a Hermit approached the spectral ship,

it sank with a loud crash. The mariner felt compelled to ask absolution of the Hermit. He told the wedding guest that from time to time, he felt compelled to tell his story to some stranger. As soon as he had conveyed the moral of his tale,

"He prayeth well who loveth well
Both man and bird and beast.
He prayeth best, who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all,"

his listener was able to depart.

THE BATTLE OF BLENHEIM

Narrative poem by Robert Southey (1774-1843)

Old Kaspar is asked by his grandchildren, Wilhelmine and Peterkin, about a skull they had found in the field. He tells them it is the skull of a soldier who had died in the Battle of Blenheim. When asked for details about the battle, all Kaspar can recall is " 'Twas a famous victory."

THE INCHCAPE ROCK

Narrative poem by Robert Southey (1774-1843)

The Abbot of Aberbrothok had placed a bell on the Inchcape Rock to warn mariners of danger. Sir Ralph the Rover destroyed the bell. Years later, Sir Ralph was shipwrecked on the Inchcape Rock.

THE PRISONER OF CHILLON

Narrative poem by George Gordon, Lord Byron (1788-1824)

The Prisoner of Chillon is chained in the dungeon of the castle of Chillon with his two brothers for their political beliefs. He watches his two brothers wither away and die; they are buried in the dungeon. He breaks loose from his chains and roams through the dungeon. Living in solitary confinement for years, he becomes accustomed to this way of life so that, when he is finally freed, he regains his freedom "with a sigh."

OZYMANDIAS

Sonnet by Percy Bysshe Shelley (1792-1822)

A traveler reports that in the desert he found the ruins of a mighty statue. On the pedestal, he finds the words,

"My name is Ozymandias, king of kings;
Look on my works, ye Mighty, and despair!"

Nothing else remains. In this poem, Shelley points to the futility of man's pride and arrogance.

ODE TO THE WEST WIND

Lyric poem by Percy Bysshe Shelley (1792-1822)

The poet finds in the strong West Wind of the autumnal season a strength and power which he admires. The wind to him is both "destroyer and preserver." He wishes to be as strong and tempestuous and uncontrollable as the wind, wiping out old ideas and creating new and fresh thoughts. The promise of a better future is suggested in his final line,

"If Winter comes, can Spring be far behind?"

THE EVE OF ST. AGNES

Poetic romance by John Keats (1795-1821)

The legend that on St. Agnes Eve maidens would see their true lovers in their dreams so impressed Madeline that she went supperless to bed. When she awoke, she found Porphyro, her lover, by her side. Convinced that he was her true love, she fled from her home with Porphyro.

ODE ON A GRECIAN URN

Lyric by John Keats (1795-1821)

Keats is impressed by the permanence of the stories told by the two decorations on a Grecian urn. The first depicts a pastoral scene with a youth playing a pipe, people dancing, and lovers about to kiss. He feels that the people in the scene will never lose this moment of ecstasy and imagines the kind of music that is being played.

"Heard melodies are sweet, but those unheard
Are sweeter."

The second scene depicts a religious procession with a sacrificial heifer.

As he looks at these two scenes, he is impressed by the beauty and concludes that

"Beauty is truth, truth beauty,"—that is all
Ye know on earth and all ye need to know."

ON FIRST LOOKING INTO CHAPMAN'S HOMER

Sonnet by John Keats (1795-1821)

Although he had read many books, Keats had never appreciated the greatness of Homer until he read Chapman's translation. Then he felt like a discoverer at the moment of his great achievement.

HORATIUS

Narrative poem by Thomas Babington Macaulay (1800-1859)

Lars Porsena of Clusium, aided by many enemies of Rome, sets out to capture the city. When the news of the invasion reaches Rome, the Senators decide to destroy the bridge that crosses the Tiber. However, the enemy approaches the bridge before it can be destroyed. Horatius and two others volunteer to delay the enemy. They hold the bridge against the Tarquins until it begins to totter. In the fighting, Horatius is wounded. When the bridge begins to fall, Horatius's allies reach shore safely, but Horatius is left behind. Rather than be captured, he jumps into the river, and, although in full armor and badly wounded, he finally swims to safety. By his bravery, he has saved the city of Rome.

MY LAST DUCHESS

Dramatic monologue by Robert Browning (1812-1889)

The Duke of Ferrara shows a painting of his last duchess to an ambassador of a count who is interested in having the Duke marry his daughter. The Duke of Ferrara points out that Fra Pandolf painted the picture. He explains that his wife had earned his displeasure by her light treatment of his great position. Tired of her disregard for his nine-hundred-year-old name, he "gave commands and all smiles stopped together." The Duke reminds the ambassador that when he marries the count's daughter, he will expect a handsome dowry.

By analyzing the Duke's speech, we find that he is an arrogant, haughty individual. We get a picture of Renaissance nobility more concerned with the aesthetic superficialities of life than with deeper human values.

HOME THOUGHTS FROM ABROAD

Lyric poem by Robert Browning (1812-1889)

The poet longs to be in England during the Spring season and recalls the beauty of the country during April and May. He remembers the thrush who

"Sings each song twice over,
Lest you should think he never could recapture
The first fine careless rapture!"

INCIDENT OF THE FRENCH CAMP

Narrative poem by Robert Browning (1812-1889)

A young boy brings Napoleon the news that the French army has taken Ratisbon. Despite his wounds, he rides until he delivers his message and dies.

THE CHARGE OF THE LIGHT BRIGADE

Narrative poem by Alfred, Lord Tennyson (1809-1892)

In 1854, at the battle of Balaclava, the Light Brigade charged bravely against the enemy. This poem praises the valor of the six hundred soldiers who carried out their orders.

ULYSSES

Lyric by Alfred, Lord Tennyson (1809-1892)

Tennyson presents Ulysses in the years after his return from the Trojan War. He is restless and unwilling to remain idle. He complains about the quiet life he is leading.

"How dull it is to pause, to make an end,
To rust unburnish'd, not to shine in use."

He decides to leave his kingdom to his son, Telemachus, and to seek new adventures. He feels that his destiny is "To strive, to seek, to find, and not to yield."

THE IDYLLS OF THE KING

Poetic romances by Alfred, Lord Tennyson (1809-1892)

In the twelve long narratives included in this work, Tennyson presents his version of the Arthurian legend from the time Arthur proves his right to the throne until his death. The more popular of these narratives include:

1. *The Coming of Arthur*—Arthur is raised by Merlin, the magician, and receives the sword, Excalibur, from the Lady of the Lake. He marries Guinevere and with his knights of the Round Table defeats his enemies.

2. *Gareth and Lynette*—Gareth, who hopes to join Arthur's company of knights, proves his worth by saving Lynette's sister from the three wicked knights who hold her captive. Throughout the poem, Lynette believes that Gareth is a kitchen knave and scorns him until he proves his ability.

3. *Lancelot and Elaine*—Elaine falls in love with Lancelot, Arthur's chief knight, and nurses him back to health when he is wounded. When he recovers, he tells her that he cannot marry her and leaves. Elaine dies of grief. Her body is brought to Camelot, Arthur's court, in a boat. Lancelot provides a fitting funeral for the "lily maid of Astolat."

4. *The Holy Grail*—The Knights of the Round Table seek the Holy Grail but only Sir Galahad and Sir Percivale are pure enough to view the vessel. Many knights perish in their futile quest.

5. *The Passing of Arthur*—Arthur, trying to quell Modred's revolt, is mortally wounded. He asks Sir Bedivere to throw his sword, Excalibur, into the lake. Sir Bedivere tries to deceive Arthur but cannot convince the dying king

until he actually throws the sword into the lake where it is caught by a hand rising from the waters. Arthur is then taken in a barge to his legendary home, Avalon.

FLOWER IN THE CRANNIED WALL

Lyric poem by Alfred, Lord Tennyson (1809-1892)

The poet maintains that a true understanding of God and man can be obtained by seeking to understand a simple flower plucked from a wall.

CROSSING THE BAR

Lyric poem by Alfred, Lord Tennyson (1809-1892)

The poet expresses the desire that there be no regret or weeping when the time comes for him "to see my Pilot face to face."

SOHRAB AND RUSTUM

Narrative poem by Matthew Arnold (1822-1888)

Many years before this poem begins, Rustum, greatest of the Persian warriors, married the daughter of King Afrasiab. After he left for home, his wife bore him a son whom she called Sohrab. She tattooed the seal of Rustum on his arm. However, because she was fearful that Rustum would claim his child if he knew it was a boy, she informed him that he was the father of a girl.

At the beginning of the poem, Sohrab, now a young man is the outstanding warrior of the Tartars who are at war with the Persians. Sohrab's ambition is to join his father of whom he has heard; he is unaware that Rustum does not know of his existence. In the hope that his reputation would reach his father, he challenges the best of the Persian forces to meet him in single combat. The Persians are afraid of the young man and have no worthy opponent Rustum, who had just arrived at the scene of combat, is persuaded to fight the Tartar challenger. However, he insists that he will not reveal his identity to his opponent. Thus Sohrab is unaware of his foe. In the course of the battle, Rustum mortally wounds Sohrab. When the fallen warrior proves that he is his son, Rustum is grief-stricken. As the poem ends, the dying Sohrab tries to console his disconsolate father.

INVICTUS

Lyric poem by William Ernest Henley (1849-1903)

This is an expression of courage and determination to face one's destiny no matter how harsh it may be. Man is the "master of his fate and captain of his soul" and should act accordingly.

BALLAD OF EAST AND WEST

Narrative poem by Rudyard Kipling (1865-1936)

Kamal, an Indian bandit, has raided the border and stolen the Colonel's mare. The Colonel's son sets out to retake the horse and capture Kamal. He is warned not to pursue Kamal beyond the Tongue of Jagai. He disregards this warning and chases Kamal until his horse collapses. Then Kamal mocks him, but he replies bravely and warns the bandit of the revenge that would follow if he were hurt. Kamal is so impressed by the young man's bravery that he returns the horse and sends his son to serve the Colonel's son. Kipling points out that

"East is East and West is West, and never the twain shall meet"

until both sides show by acts of bravery that they are real men.

GUNGA DIN

Narrative poem by Rudyard Kipling (1865-1936)

The narrator, a British soldier stationed in India, describes the loyalty and courage of a native boy employed as a water carrier. This lad, called Gunga Din, could be counted on to bring water to the wounded and tired soldiers in the thick of battle. On one occasion, when the narrator was lying wounded on the battlefield, Gunga Din brought him water and carried him to the medical officers. Just as he reached the field hospital, he was fatally wounded. Gunga Din's last words were, "I 'ope you liked your drink."

The soldier sums up his impression of the water boy by saying

"Tho I've belted you and flayed you,
By the livin' Gawd that made you,
You're a better man than I am, Gunga Din!"

SEA-FEVER

Lyric poem by John Masefield (1874-1967)

The poet recalls the fascination of the sea to the old sailor who desires to return to it. Throughout the poem, we hear the mariner explaining why he "must down to the seas again."

CARGOES

Lyric poem by John Masefield (1874-1967)

By comparing the strange, exotic, and valuable cargoes carried by ships in the past with the crude and ordinary merchandise hauled by contemporary tramp steamers, the poet presents his feeling that the sea has lost much of the romance which it once offered to sailors.

THE HIGHWAYMAN

Narrative poem by Alfred Noyes (1880-1945)

Bess, the landlord's daughter, shoots herself to warn her lover, the highwayman, of the ambush set by the King's men.

THE HOLLOW MEN

Poem by T.S. Eliot (1888-1965)

The dismay felt by the poet at the moral decay of contemporary civilization is presented in this work. The hollow men live in a world without meaning or hope. For them, the world will end "Not with a bang but a whimper."

LOVELIEST OF TREES

Lyric poem by A. E. Housman (1859-1936)

The loveliness of the cherry tree in bloom is extolled in this poem. The tree "hung with snow" presents a sight which the poet is sure to enjoy during the remaining fifty years of his life.

THE GREAT LOVER

Lyric poem by Rupert Brooke (1887-1915)

The poet describes the simple everyday things which have made life pleasant and which he has learned to love.

RECOMMENDED READINGS IN BRITISH POETRY

ARNOLD, MATTHEW

Shakespeare; Dover Beach

AUDEN, W. H.

Musée des Beaux Arts; Casino

BLAKE, WILLIAM

Songs of Innocence; Songs of Experience

BROOKE, RUPERT

The Soldier

BROWNING, ELIZABETH BARRETT

Sonnets from the Portuguese

BURNS, ROBERT

Tam O' Shanter; O My Luve is like a Red, Red Rose

BYRON, LORD

When We Two Parted: Waterloo

There is a Pleasure in the Pathless Woods

Childe Harold's Pilgrimage

Don Juan

COLERIDGE, SAMUEL TAYLOR

Kubla Khan; Christabel

DAVIES, WILLIAM H.

Leisure

DE LA MERE, WALTER

The Listeners

DONNE, JOHN

Go and Catch a Falling Star; Death, Be Not Proud

A Valediction: Forbidding Mourning

ELIOT, T. S.

The Love Song of J. Alfred Prufrock; The Waste Land

Gerontion; Portrait of a Lady

HARDY, THOMAS

Neutral Tones

The Darkling Thrush

HERRICK, ROBERT

To the Virgins, to Make Much of Time

HOOD, THOMAS

The Bridge of Signs

HOPKINS, GERARD MANLEY

God's Grandeur; Spring and Fall

HOUSMAN, A. E.

To an Athlete Dying Young;

When I was One-and Twenty

JONSON, BEN

To Celia

KEATS, JOHN

Ode to the Nightingale

When I Have Fears That I May Cease to Be

Bright Star, Would I Were Steadfast as Thou Art

La Belle Dame sans Merci

KIPLING, RUDYARD

Boots

LAWRENCE, D. H.

Snake; Bavarian Gentians

LOVELACE, RICHARD

To Lucasta; To Althea, from Prison

MARLOWE, CHRISTOPHER

The Passionate Shepherd to His Love

MILTON, JOHN

Lycidas; Paradise Lost; Paradise Regained

MASEFIELD, JOHN

A Consecration

POPE, ALEXANDER

An Essay on Criticism; The Rape of the Lock
Essay on Man

RALEIGH, SIR WALTER

The Nymph's Reply to the Shephard

ROSSETTI, DANTE GABRIEL

The Blessed Damsel

SHAKESPEARE, WILLIAM

Shall I Compare Thee to a Summer's Day?
No Longer Mourn for Me, When I Am Dead
Let Me Not to the Marriage of True Minds

SHELLEY, PERCY BYSSHE

Adonais; To a Skylark; Prometheus Unbound

SIDNEY, SIR PHILIP

My True Love Hath My Heart
With How Sad Steps, O Moon

SPENDER, STEPHEN

I Think Continually of Those Who Were Truly Great

STEVENSON, ROBERT LOUIS

Requiem

SWINBURNE, ALGERNON CHARLES

A Forsaken Garden
When the Hounds of Spring are on Winter's Traces

TENNYSON, LORD ALFRED

The Lady of Shalott; Break, Break, Break
In Memoriam

THOMAS, DYLAN

Among Those Killed in the Dawn Raid Was a Man
Aged One Hundred

In My Craft or Sullen Art; Fern Hill

THOMPSON, FRANCIS

The Hound of Heaven

WILDE, OSCAR

The Ballad of Reading Gaol

WITHER, GEORGE

Shall I, Wasting in Despair

WOLFE, CHARLES

The Burial of Sir John Moore

WORDSWORTH, WILLIAM

Lines Written Above Tintern Abbey
Ode; Intimations of Immortality
I Wandered Lonely As A Cloud

YEATS, WILLIAM BUTLER

The Lake Isle of Innisfree; Leda and the Swan
The Second Coming; Sailing to Byzantium

AMERICAN POETRY

LUCINDA MATLOCK

Lyric by Edgar Lee Masters (1869-1950)

In this poem from *Spoon River Anthology*, the poet presents a character filled with the pioneer spirit which made this country so great. Lucinda Matlock spent a full life, "working, raising the twelve children," until her ninety-sixth year. She has a message for a weaker and more degenerate generation which she sums up in the words, "It takes life to love life."

PATTERNS

Lyric poem by Amy Lowell (1874-1925)

Informed that her lover has been killed in battle, the Lady walks up and down the garden paths and questions the value of the patterns of life which she has followed.

She wonders why these patterns were set and followed.

FOG

Lyric poem by Carl Sandburg (1875-1967)

In this four line poem, Sandburg compares a fog to the silent, secretive movements of a cat.

CHICAGO

Lyric poem by Carl Sandburg (1875-1967)

The poet admires the lustiness, the virility, the vitality that have made Chicago a great city. He realizes that at times it can be immoral, dishonest, and cruel, but he maintains that its brute strength is its greatest glory.

MENDING WALL

Lyric poem by Robert Frost (1875-1963)

The annual spring chore of repairing the stone fence between his property and that of his neighbor sets Frost thinking about the necessity of fences. When he asks his neighbor about this need, he gets the traditional reply, "Good fences make good neighbors." Frost questions this narrow point of view and feels that artificial barriers sometimes give offense. At any rate, he is not ready to accept his neighbor's attitude.

BARTER

Lyric poem by Sara Teasdale (1884-1933)

The poet reminds us that the world abounds in lovely things and that we should constantly seek this loveliness. She maintains that ecstasy is worth paying for with all our possessions.

GOD'S WORLD

Lyric poem by Edna St. Vincent Millay (1892-1950)

The poet expresses her ecstasy at the beauty of the autumn day. She is afraid that God has made the world too beautiful. She wants nothing to break the spell which this loveliness has created.

RECOMMENDED READINGS IN AMERICAN POETRY

ALDRICH, THOMAS BAILEY

Memory

BENET, STEPHEN VINCENT

John Brown's Body

CRANE, HART

The Bridge; The Broken Tower

CUMMINGS, E. E.

Anyone Lived in a Pretty How Town
O Sweet Spontaneous Earth

DICKINSON, EMILY

I Never Saw a Moor; My Life Closed Twice
I Like to See It Lap the Miles; I Heard a Fly Buzz

DRAKE, JOSEPH RODMAN

The American Flag

EMERSON, RALPH WALDO

Concord Hymn; Forbearance; Fable

FIELD, EUGENE

Little Boy Blue

FOSTER, STEPHEN COLLINS

Old Folks at Home; My Old Kentucky Home

FROST, ROBERT

Birches; The Road Not Taken
The Death of the Hired Man; Fire and Ice

- ed. GRAVES, ROBERT
The Persian Version
- o the HALL, CHARLES SPRAGUE
Glory Hallelujah!
- HARTE, BRET
Plain Language from Truthful James
- HAY, JOHN
Jim Bludso
- tal- HOLMES, OLIVER WENDELL
The Height of the Ridiculous; Old Ironsides;
The Chambered Nautilus
- nain- HOWE, JULIA WARD
Battle Hymn of the Republic
- HUGHES, LANGSTON
Dream Deferred
- ence JARRELL, RANDALL
90 North
- Frost JEFFERS, ROBINSON
The Bloody Sire; Shine Perishing Republic
- s his LAZARUS, EMMA
The New Colossus
- eply, LINDSAY, VACHEL
The Congo;
General William Booth Enters into Heaven;
Abraham Lincoln Walks at Midnight
- ome- LONGFELLOW, HENRY WADSWORTH
A Psalm of Life; Evangeline; The Song of Hiawatha;
Courtship of Miles Standish; Tales of a Wayside Inn
- cept LOWELL, JAMES RUSSELL
The Courtin'
- LOWELL, ROBERT
For the Union Dead
- the MACLEISCH, ARCHIBALD
Ars Poetica; You, Andrew Marvell
- orld MASTERS, EDGAR LEE
Spoon River Anthology
- hich MILLAY, EDNA ST. VINCENT
Renascence; Euclid Alone Has Looked on Beauty Bare
- MILLER, JOAQUIN
Columbus
- MOORE, MARIANNE
Poetry
- PAYNE, JOHN HOWARD
Home, Sweet Home
- POE, EDGAR ALLAN
To Helen; The Raven; Ulalume; The Bells
- RILEY, JAMES WHITCOMB
The Old Swimmin' Hole
- SHAPIRO, KARL
Adam and Eve
- WHITMAN, WALT
Crossing Brooklyn Ferry; Out of the Cradle Endlessly
Rocking
I Hear America Singing; Pioneers, O Pioneers;
Vigil Strange I kept on the Field One Night
When I Heard the Learn'd Astronomer
When Lilacs Last in the Dooryard Bloomed;
O Captain! My Captain!

THE DRAMA

From the days of ancient Athens to the present time, the theater has entertained and inspired people of all nations. The plays of Shakespeare and the other prominent playwrights described in this section should be familiar to all scholarship candidates. Many of them are read in high school classes; all have contributed much to the enjoyment and enlightenment of educated men and women everywhere.

ENGLISH DRAMA

Plays by William Shakespeare (1564-1616)

THE MERCHANT OF VENICE—Bassanio borrows three thousand ducats from his friend, Antonio, the merchant of Venice, in order to woo Portia. Antonio, who has his funds tied up in ships, goes to Shylock, the Jew, to borrow the money. Shylock lends the money on the condition that Antonio forfeit a pound of flesh if the money is not repaid within three months. During the next three months, Shylock's daughter elopes with Lorenzo, a friend of Antonio. Bassanio successfully woos Portia, passing the test of the choice of caskets. He chooses the lead casket as the one that contains Portia's portrait. Antonio's ships, however, fail to return. Shylock claims his forfeit when Antonio fails to repay the loan. Portia, disguised as a lawyer, defends Antonio so skillfully that he is released and Shylock loses his property. When Bassanio offers to pay the lawyer, he is asked for a ring he is wearing. This ring he had received from his wife, Portia. Reluctantly he gives the ring to the lawyer. When he returns home, he learns that Portia has been the successful lawyer.

Memorable Lines From "The Merchant of Venice"

"I hold the world but as the world, Gratiano,—
A stage where every man must play a part;
And mine a sad one."

Antonio, Act I, Sc. I

"In my school-days, when I had lost one shaft,
I shot his fellow of the selfsame flight
The selfsame way, with more advised watch,
To find the other forth; and by adventuring both,
I oft found both."

Bassanio, Act I, Sc. I

"If to do were as easy as to know what were
good to do, chapel's had been churches, and
poor men's cottages princes' palaces."

Portia, Act I, Sc. II

"All that glisters is not gold."

Prince of Morocco, Act II, Sc. VII

"The quality of mercy is not strain'd,
It droppeth as the gentle rain from heaven
Upon the place beneath. It is twice blest;
It blesseth him that gives and him that takes.
'Tis mightiest in the mightiest; it becomes
The throned monarch better than his crown;
His sceptre shows the force of temporal power,
The attribute to awe and majesty,
Wherein doth sit the dread and fear of kings;

But mercy is above the sceptred sway,
It is enthroned in the heart of kings,
It is an attribute to God himself;
And earthly power doth then show likest God's
When mercy seasons justice."

Portia, Act IV, Sc. I

A MIDSUMMER NIGHT'S DREAM—Hermia, who has been asked by her father to marry Demetrius, is in love with Lysander. To avoid this marriage, she and Lysander decide to run away to his aunt in another city. They confide in Helena, Hermia's friend, who decides to tell Demetrius, whom she still loves, in order to be with him when he pursues the eloping couple. She promises to take Demetrius to the lovers' meeting place in the forest near Athens. To this forest, a group of tradesmen are also heading to rehearse a play they intend to perform at the marriage of the Duke of Athens.

In this forest, Oberon, king of the fairies, and Titania, queen of the fairies, are quarreling. He asks Puck to get the juice from a flower called "love-in-idleness" in order to play a practical joke on his wife. This juice, when placed in the eyes of any person, will cause him to fall in love with the first person he sees when he awakes. Oberon overhears Helena pleading with Demetrius and decides to help her. He orders Puck to place some of the juice on Demetrius's eyes as well as on Titania's eyes. Puck, mistaking Lysander for Demetrius, places the juice in Lysander's eyes. When he awakes, he sees Helena, falls in love with her, and shuns Hermia. Puck meets the players in the forest and places an ass's head on Bottom, the weaver, and then leads him to the place where Titania is sleeping. When she awakes, she falls in love with Bottom.

The situation among the four lovers becomes more complicated when Oberon tries to correct Puck's error. He anoints Demetrius's eyes so that he, too, falls in love with Helena. Helena believes that the two young men are mocking her, but Demetrius and Lysander prepare to fight to prove their love for her. Hermia cannot understand what has happened. The fairies prevent the fight and, when all four are asleep, correct the situation. Titania is released from her spell at the same time.

The sleeping couples are found by Theseus, Duke of Athens, who approves of Lysander's marriage to Hermia and of Demetrius's marriage to Helena. The players present their version of "Pyramus and Thisbe" at the Duke's wedding.

Memorable Lines From

"A Midsummer Night's Dream"

"The course of true love never did run smooth."

Lysander, Act I, Sc. I

"Lord, what fools these mortals be!"

Puck, Act III, Sc. II

"The lunatic, the lover, and the poet
Are of imagination all compact;
One sees more devils than vast hell can hold,
That is the madman; the lover, all as frantic,
Sees Helen's beauty in a brow of Egypt;
The poet's eye, in a fine frenzy rolling
Doth glance from heaven to earth, from earth to heaven;
And as imagination bodies forth,

The form of things unknown, the poet's pen
Turns them to shapes, and gives to airy nothing
A local habitation and a name."

Theseus, Act V, Sc. I

ROMEO AND JULIET—The two families of Verona, the Montagues and the Capulets, have been quarreling for a long time. Romeo, the Montague heir, attends a party given by the Capulets where he meets Juliet, the daughter of the Capulets. They fall in love. Romeo is discovered and has to leave. Later that evening, Romeo overhears Juliet talking of her love. Romeo reveals that he is in the garden and confesses his love to Juliet. The two decide to be married secretly and the next day Friar Laurence marries them.

In spite of Romeo's attempts to avoid quarreling with the family of his bride, he is drawn into a fight with Tybalt. He kills Tybalt and is banished from Verona. Lord Capulet arranges a marriage between Juliet and Paris.

Juliet is advised by Friar Laurence to agree to this wedding and to drink a liquid which he gives her. This will put her into a death-like sleep for forty-two hours and enable Friar Laurence to communicate with Romeo. She drinks the potion given her by Friar Laurence and is placed in the family tomb. Romeo, unfortunately, does not get Friar Laurence's message. He hears of Juliet's death and resolves to die with her. When he reaches the tomb, he drinks the poison and dies alongside her. When Juliet awakes, she finds the body of her husband, realizes what has happened, and kills herself with Romeo's dagger.

Memorable Lines From "Romeo and Juliet"

"He jests at scars that never felt a wound."

Romeo, Act II, Sc. II

"See, how she leans her cheek upon her hand!
O that I were a glove upon that hand,
That I might touch that cheek!"

Romeo, Act II, Sc. II

"What's in a name? That which we call a rose
By any other name would smell as sweet."

Juliet, Act II, Sc. II

"O, swear not by the moon, the inconstant moon,
That monthly changes in her circled orb,
Lest that thy love prove likewise variable."

Juliet, Act II, Sc. II

"Good night, good night! parting is such sweet sorrow
That I shall say good night till it be morrow."

Juliet, Act II, Sc. II

"A plague o' both your houses."

Mercutio, Act III, Sc. I

TAMING OF THE SHREW—The play is performed as part of a hoax played on Christopher Sly, a tinker, who has been picked up in a drunken stupor and made to believe that he is a nobleman when he awakes. It describes the love affairs of the two daughters of Baptista of Padua. The elder, Katharina, is a shrew who has insulted many suitors. The younger, Bianca, is sweet and gentle and is wooed by many suitors. Baptista refuses to consider any marriage for Bianca until Katharina is married. One of Bianca's suitors, Lucentio, disguises himself as a tutor in order to see her daily. Petruchio, a gentleman of Verona, hears of Katharina

and decides to marry her. He considers all her shrewish acts delightful and asks Baptista for her hand in marriage. At the wedding ceremony, he arrives late, dressed in outlandish attire which he refuses to remove, and leaves with Katharina immediately after the marriage service despite her request that they wait for the wedding feast. He cures Katharina of her shrewishness by being so solicitous of her welfare that she gets no food and no sleep because the food and the bed are not good enough for her. Finally, Katharina learns to do or say whatever Petruchio wants. With Katharina married, Lucentio is able to marry Bianca. At the end of the play, Petruchio surprises everyone by proving that Katharina is the most obedient of all the wives present.

HENRY IV—PART I—This play shows us Henry IV's career up to the time he defeats Henry Percy, also known as Hotspur, at the battle of Shrewsbury. It introduces the young Prince of Wales and his gay companions, including Falstaff. The Prince is rebuked by his father for his wild ways and he promises to reform. He plays an active part in the battle of Shrewsbury.

HENRY V—Henry claims the throne of France. When the Dauphin insults him by sending him a bag of tennis balls, Henry declares war. At the battle of Agincourt, the British completely rout the French. Henry agrees to accept the French surrender if he is given the hand of Katharina, daughter of the French king, in marriage.

AS YOU LIKE IT—When Frederick usurps the place of his older brother and banishes him from his dominions, the rightful Duke retires to the Forest of Arden with several faithful friends. His daughter, Rosalind, remains at the court to act as companion to Celia, Frederick's daughter, of whom she is very fond. Orlando, son of one of the rightful Duke's companions, visits Frederick's court in disguise and wrestles with the champion, defeating him. Fearful of Oliver's treachery, he leaves the court and goes to the Forest of Arden to join the Duke. Meanwhile, Rosalind has become very popular and Frederick banishes her. She leaves with Touchstone, the court jester, to find her father in the forest, accompanied by Celia who refuses to abandon her friend. To protect themselves, the two girls disguise themselves as shepherds and pose as young men. Orlando, who had fallen in love with Rosalind, spends his time writing verses and fastening them to the trees. Rosalind, in disguise, meets Orlando and encourages him to talk about his love for her. He does so willingly. Oliver, Orlando's brother, while asleep in the forest, is endangered by a snake and a lioness. Orlando saves him but is wounded in the rescue. Oliver repents of his former conduct toward Orlando and asks for forgiveness. He falls in love with Celia and she agrees to marry him. Rosalind, still in disguise, tells Orlando that he, too, will marry his lost sweetheart at the same time as Oliver marries Celia. Rosalind meets her father and obtains his permission to marry Orlando. The two couples marry. Meanwhile, Frederick meets a religious man in the forest and is converted. The rightful Duke is restored to his former possessions.

Memorable Lines From "As You Like It"

"All the world's a stage,
And all the men and women merely players.
They have their exits and their entrances;

And one man in his time plays many parts."

Jaques, Act II, Sc. VII

"Under the greenwood tree
Who loves to lie with me,
And turn his merry note
Unto the sweet bird's throat."

Amiens, Act II, Sc. II

"Sweet are the uses of adversity;"

Duke senior, Act II, Sc. I

"Blow, blow, thou winter wind!

Thou art not so unkind

As man's ingratitude."

Amiens, Act II, Sc. VII

HAMLET—Hamlet, young prince of Denmark, is disturbed by his father's untimely death and his mother's hasty marriage to his uncle, Claudius. After hearing from his father's ghost that Claudius has murdered the king, Hamlet vows to avenge his death. During the next few weeks, Hamlet behaves so peculiarly that Ophelia, whom Hamlet loves, informs her father, Polonius, that the young prince is mad. Polonius tells Claudius that Hamlet is mad because of unrequited love. The king and Polonius plan to test this theory of Hamlet's madness. At the same time, Claudius invites two school friends of Hamlet, Rosencrantz and Guildenstern, to try to humor Hamlet and to discover the cause of his disturbance. When a group of players visits the castle at Elsinore, Hamlet asks them to present a play in which the murder of his father is duplicated. It is his hope that the king will betray his guilt during the re-enactment of the crime. At the performance, Claudius becomes upset. Hamlet is convinced of his uncle's guilt and again vows to avenge his father's death. He turns down the first opportunity to kill Claudius because the king is praying at the time. Hamlet reasons that such a moment is inappropriate for killing. Claudius arranges to send Hamlet to England with Rosencrantz and Guildenstern. At Polonius's suggestion, he also arranges an interview between Gertrude, Hamlet's mother, and her son. Polonius suggests that he eavesdrop on this conference. At this meeting, Hamlet upbraids his mother for her hasty marriage. Fearing violence, Gertrude calls for assistance, and Polonius reveals that he is hiding behind a curtain. Hamlet, unaware that it is Polonius who is in hiding, draws his sword and kills the onlooker. After this unfortunate incident, Hamlet is sent to England where Claudius plans to have him executed. Ophelia becomes mad and Laertes, her brother who had been in Paris, returns to avenge his father's death. When Hamlet returns to Denmark, having escaped from the ship taking him to England, Laertes and Claudius conspire to kill him. They arrange a duel between the two in which Laertes will use an untipped sword which will have a deadly poison on its edge. Claudius also plans to have a poisoned drink ready for Hamlet at this duel. Ophelia, mad, falls in a stream and drowns. This increases Laertes' hatred and makes him more determined to kill Hamlet. At the duel, Gertrude inadvertently drinks the potion prepared for Hamlet. Laertes finally manages to wound Hamlet with the fatal sword. Enraged, Hamlet engages in fierce combat with Laertes. In the scuffle, the swords become exchanged, and Laertes also is wounded

with the lethal weapon. Laertes tells Hamlet about the sword and the poisoned drink. Hamlet forces Claudius to drink the poison and stabs him with the sword. As the scene ends, Claudius, Laertes, Gertrude, and Hamlet die.

This play depicts the conflict that exists in the mind of a thinking individual when presented with a cause calling for direct action. Hamlet delayed getting his revenge because he was looking for direct proof of his uncle's guilt.

Memorable Lines From "Hamlet"

"O, that this too, too solid flesh would melt,
Thaw and resolve itself into a dew!
Or that the Everlasting had not fix'd
His canon 'gainst self slaughter! O God! God!
How weary, stale, flat, and unprofitable
Seem to me all the uses of the world!"

Hamlet, Act I, Sc. II

"Frailty, thy name is woman!"

Hamlet, Act I, Sc. II

"Costly thy habit as thy purse can buy,
But not expressed in fancy; rich, not gaudy;
For the apparel oft proclaims the man."

Polonius, Act I, Sc. III

"Neither a borrower nor a lender be;
For loan oft loses both itself and friend,
And borrowing dulls the edge of husbandry.
This above all: to thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man."

Polonius, Act I, Sc. III

"Something is rotten in the state of Denmark."

Marcellus, Act I, Sc. IV

"There are more things in heaven and earth, Horatio,
Than are dreamt of in your philosophy."

Hamlet, Act I, Sc. V

"Brevity is the soul of wit."

Polonius, Act II, Sc. II

"The play's the thing
Wherein I'll catch the conscience of the king."

Hamlet, Act II, Sc. II

"To be or not to be: that is the question:
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles,
And by opposing end them? To die: to sleep
No more; and by a sleep to say we end
The heartache and the thousand natural shocks
That flesh is heir to,—'tis a consummation
Devoutly to be wished. To die, to sleep;
To sleep: perchance to dream: ay, there's the rub:
For in that sleep of death what dreams may come,
When we have shuffled off this mortal coil,
Must give us pause; there's the respect
That makes calamity of so long life."

Hamlet, Act III, Sc. I

"Thus conscience does make cowards of us all;"

Hamlet, Act III, Sc. I

"There's a divinity that shapes our ends,
Rough hew them how we will."

Hamlet, Act V, Sc. II

OTHELLO—Othello, a Moorish general, elopes with Desdemona, daughter of a Venetian senator. He finally wins the approval of her father. As general of the Venetian army, he goes to prevent the Turks from capturing the Island of Cyprus. He appoints Cassio his lieutenant, thereby embittering Iago. Iago gets Cassio intoxicated and causes him to be demoted in rank. He then suggests that Cassio regain favor with Othello by asking Desdemona to intervene in his behalf. Iago begins to develop Othello's jealousy by implying that Desdemona and Cassio are having an affair. By means of a handkerchief which Othello had given to Desdemona, Iago manages to convince Othello of the truth of his charge. Othello orders Iago to kill Cassio and he, himself, smothers Desdemona. He then learns of Iago's treachery and in despair kills himself. Cassio is made governor of Cyprus and Iago is imprisoned to undergo torture.

Memorable Lines From "Othello"

"Good name in man and woman, dear my lord,
Is the immediate jewel of their souls:
Who steals my purse steals trash; 'tis something, nothing;
'Twas mine, 'tis his, and has been slave to thousands;
But he that filches from me my good name
Robs me of that which not enriches him
And makes me poor indeed."

Iago, Act III, Sc. III

"O beware, my lord, of jealousy!
It is the green-eyed monster which doth mock
The meat it feeds on."

Iago, Act III, Sc. III

KING LEAR—King Lear wishes to divide his kingdom among his three daughters in proportion to their love for him. When asked, Goneril and Regan protest that no words can express the extent of their love for their father. Cordelia, the third daughter, states that she loves as a daughter should. Lear is angered at this apparently callous statement and disinherits Cordelia. He divides his kingdom between Goneril and Regan and plans to spend equal time with each of them. Cordelia marries the King of France and leaves Britain. The two sisters soon tire of the old king. They so mistreat him that he finally leaves the castle at the height of a storm. The Earl of Gloucester tries to aid Lear. The Duke of Cornwall, angered at this assistance to Lear, tears out Gloucester's eyes. Cordelia, in France, hears of her father's plight, and she invades England with an army to assist her father. Through her care, Lear is gradually restored to his right mind. In the battle between the French and British soldiers, Cordelia is defeated. She is hanged in prison and Lear dies of a broken heart. Goneril, jealous of Regan, poisons her. When her crime is discovered, she kills herself.

Memorable Lines From "King Lear"

"How sharper than a serpent's tooth it is
To have a thankless child."

Lear, Act I, Sc. IV

"Her voice was ever soft,
Gentle and low,—an excellent thing in woman."

Lear, Act V, Sc. III

MACBETH—Macbeth, Thane of Glamis, is told by three witches that he is Thane of Cawdor and King-to-be. When news reaches him that Duncan, King of Scotland, has granted him the title and lands of the Thane of Cawdor for his bravery in battle, he begins to think seriously of the kingship. Lady Macbeth is equally desirous of the crown and she urges her husband to assassinate Duncan who is visiting them. Macbeth finally yields to his wife's urgings but regrets his action almost immediately after the murder. Suspicion falls on the king's sons, and Macbeth is crowned King of Scotland as the witches had prophesied. Disturbed by the witches' prophecy that Banquo's children would be kings, Macbeth arranges to have Banquo and his son, Fleance, murdered. The assassins succeed in killing Banquo but Fleance escapes. At a banquet given by Macbeth, the ghost of Banquo appears and disturbs Macbeth so that the dinner is abandoned. Macbeth confers with the witches and is told to fear Macduff, a Scot nobleman; he is also advised that he will never be vanquished in battle until "Birnam Wood move" and that "no man born of woman" would harm him. Reassured by these statements, Macbeth decides to remove Macduff. When he learns that Macduff has gone to England, he orders Macduff's wife and children assassinated. Malcolm, Duncan's son who had fled to England, and Macduff muster an army to depose Macbeth. Malcolm orders the troops to bear branches as they approach Dunsinane, thus giving the impression that Birnam Wood is moving. When Macduff confronts Macbeth on the battlefield, he tells the tyrant that he had been "untimely ripped" from his mother's womb. Macbeth is beheaded by Macduff, and Malcolm assumes his rightful place as king. In his first speech, Malcolm reveals that Lady Macbeth has committed suicide.

Memorable Lines From "Macbeth"

"Yet do I fear thy nature;

It is too full of the milk of human kindness."

Lady Macbeth, Act I, Sc. V

"To beguile the time,

Look like the time; bear welcome in your eye,

Your hand, your tongue: look like the innocent flower,

But be the serpent under't."

Lady Macbeth, Act I, Sc. V

"If it were done when 'tis done, then 't were well

It were done quickly."

Macbeth, Act I, Sc. VII

"I have no spur

To prick the sides of my intent, but only

Vaulting ambition, which o'erleaps itself,

And falls on the other."

Macbeth, Act I, Sc. VII

"Sleep that knits up the ravell'd sleeve of care,

The death of each day's life, sore labour's bath,

Balm of hurt minds, great nature's second course,

Chief nourisher in life's feast."

Macbeth, Act II, Sc. II

"All the perfumes of Arabia will not sweeten this little hand."

Lady Macbeth, Act V, Sc. I

"Canst thou not minister to a mind diseas'd,
Pluck from the memory a rooted sorrow,
Raze out the written troubles of the brain,
And with some sweet oblivious antidote
Cleanse the stuff'd bosom of that perilous stuff
Which weighs upon the heart?"

Macbeth, Act V, Sc. III

"Tomorrow and tomorrow, and tomorrow,
Creeps in this petty pace from day to day
To the last syllable of recorded time,
And all our yesterdays have lighted fools
The way to dusty death. Out, out, brief candle!
Life's but a walking shadow, a poor player
That struts and frets his hour upon the stage
And then is heard no more: it is a tale
Told by an idiot, full of sound and fury,
Signifying nothing."

Macbeth, Act V, Sc. V

"Lay on, Macduff,

And damned be him that first cries, 'Hold, enough!'"

Macbeth, Act V, Sc. VIII

JULIUS CAESAR — Disturbed by Caesar's growing power, Brutus joins Cassius and the conspirators, and, on the Ides of March, they assassinate him. Brutus explains his reasons to the Romans and then permits Antony to deliver a funeral eulogy. Antony inflames the crowd against the conspirators. In the Civil War that follows, Brutus and Cassius meet the forces of Antony at Philippi. As the battle goes against them, Cassius commands his slave, Pindarus, to kill him, and Brutus runs on his sword and dies.

Memorable Lines From "Julius Caesar"

"The fault, dear Brutus, is not in our stars,
But in ourselves, that we are underlings."

Cassius, Act I, Sc. II

"Yond Cassius has a lean and hungry look.

He thinks too much; such men are dangerous."

Caesar, Act I, Sc. II

"Lowliness is young ambition's ladder,

Whereto the climber-upward turns his face;"

Brutus, Act II, Sc. I

"Between the acting of a dreadful thing

And the first motion, all the interim is

Like a phantasma, or a hideous dream;"

Brutus, Act II, Sc. I

"Cowards die many times before their deaths;

The valiant never taste of death but once."

Caesar, Act II, Sc. II

"Not that I loved Caesar less, but that I loved
Rome more."

Brutus, Act III, Sc. II

"The evil that men do lives after them;

The good is oft interred with their bones."

Antony, Act III, Sc. II

"This was the most unkindest cut of all."

Antony, Act III, Sc. II

"There is a tide in the affairs of men
Which, taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries."

Brutus, Act IV, Sc. III

"This was the noblest Roman of them all."

Antony, Act V, Sc. V

TWELFTH NIGHT—Viola has been shipwrecked and separated from her twin brother, Sebastian, whom she resembles closely. Disguised in male attire, Viola enters the service of Orsino, Duke of Illyria. Orsino asks Viola to court Olivia for him. When Olivia sees Viola, in disguise, she falls in love with the Duke's ambassador, Sir Andrew Aguecheek, another suitor, challenges Viola to a duel. Meanwhile, Viola has fallen in love with Orsino but cannot reveal her identity. When Sebastian reaches Illyria, Olivia thinks he is the page whom she loves, and invites him to her home. Sebastian falls in love with Olivia, and they are secretly married. Additional complications develop as Olivia continues to confuse her husband, Sebastian, and his sister, Viola. Finally, everything is explained, and the Duke, discovering that Viola is a girl, falls in love with her.

ANTONY AND CLEOPATRA—Antony neglects wife and country when he falls for the charms of Cleopatra. When Sextus Pompeius attacks Rome, Antony returns and rejoins the triumvirs. When his wife, Fulvia, dies, he shows his loyalty to Rome by marrying Octavius's sister. He soon deserts her to return to Cleopatra. Octavius turns against Antony and defeats him in battle. Antony slays himself rather than be captured by Octavius. Octavius plans to take Cleopatra to Rome as a prisoner. She causes an asp to bite her and dies of its poison.

Memorable Lines From "Antony and Cleopatra"

"The barge she sat in, like a burnished throne,
Burned on the water; the poop was beaten gold;"

Enobarbus, Act II, Sc. II

"Age cannot wither her, nor custom stale
Her infinite variety."

Enobarbus, Act II, Sc. II

"I am dying, Egypt, dying."

Antony, Act IV, Sc. XV

THE TEMPEST—Twelve years have passed since Prospero, rightful Duke of Milan, was deposed by Alonso, King of Naples, and set adrift with his young daughter Miranda in an open boat. He and Miranda reached an enchanted island where Prospero practiced magic. As the play opens, Ariel, a spirit subject to Prospero, reports that a ship has been wrecked on the island and that the travelers are scattered over the island. These include Prospero's former enemies, Alonso and Antonio. Alonso's son, Ferdinand, meets Miranda and falls in love with her. As a result of the experiences on the island, Antonio asks Prospero's forgiveness and Alonso restores the Dukedom to the rightful holder. The whole party is returned to Italy by Ariel who provides them with favorable winds.

Memorable Lines From "The Tempest"

"Full Fathom five thy father lies;
Of his bones are coral made;
Those are pearls that were his eyes:
Nothing of him that doth fade
But doth suffer a sea-change
Into something rich and strange."

Ariel, Act I, Sc. II

"Misery acquaints a man with strange bedfellows."

Trinculo, Act II, Sc. II

"He that dies pays all debts."

Stephano, Act III, Sc. II

"..... We are such stuff
As dreams are made on, and our little life
Is rounded with a sleep."

Prospero, Act IV, Sc. I

"O brave new world,
That has such people in't!"

Miranda, Act V, Sc. I

SUGGESTED READINGS

BARRIE, SIR JAMES M.

Dear Brutus; Peter Pan; What Every Woman Knows

DUNSANY, LORD

Plays of Gods and Men

ELIOT, T. S.

*Sweeney Agonistes; Murder in the Cathedral;
the Cocktail Party*

FRY, CHRISTOPHER

The Lady's Not for Burning

GALSWORTHY, JOHN

The Silver Box; Justice; Loyalties

GILBERT, SIR WILLIAM S.

Mikado; Pirates of Penzance; Pinafore

GREGORY, LADY

Spreading the News; Rising of the Moon

MARLOWE, CHRISTOPHER

Doctor Faustus

OSBORNE, JOHN

Look Back in Anger

PINTER, HAROLD

The Homecoming; The Collection

SHAW, GEORGE BERNARD

Androcles and the Lion; Arms and the Man;

*Caesar and Cleopatra; Candida; Man and Superman;
Pygmalion*

SYNGE, JOHN MILLINGTON

Playboy of the Western World

THOMAS, DYLAN

Under Milkwood

WILDE, OSCAR

The Importance of Being Earnest

Lady Windermere's Fan

PLAYS BY AMERICAN PLAYWRIGHTS

THE EMPEROR JONES

Play by Eugene O'Neill (1888-1950)

Brutus Jones, an escaped Negro convict, so impresses the natives of a West Indies island that he becomes "Emperor." When he learns that the natives are planning to

rebel against his harsh rule, he tries to make his escape to the coast. He loses his way in the jungle, and, during the long evening, he gradually becomes overcome with fear. The beating of the tom-toms of the natives intensifies Jones' wild fantasies during the night. He is killed by the natives who shoot him with silver bullets.

ABE LINCOLN IN ILLINOIS

Play by Robert E. Sherwood (1896-1955)

The play traces the career of Abraham Lincoln from the time he arrives at the village of New Salem to the time he leaves Springfield to start his duties as President of the United States. The reader gains an insight into the character of Abraham Lincoln and the events which influenced his life.

OUR TOWN

Play by Thornton Wilder (1897-)

Narrated by a stage manager and acted without scenery and with a minimum of "props," this play presents the eternal values in life. Through the simple love story of George Gibbs and Emily Webb, the author is able to show us the meaning and significance of the ordinary occurrences in our lives.

SUGGESTED READINGS

ALBEE, EDWARD

Who's Afraid of Virginia Woolf?

ANDERSON, MAXWELL

What Price Glory; Mary of Scotland; Winterset

CHAYEFSEY, PADDY

Marty; The Bachelor Party

CONNELLY, MARC

Green Pastures

CROUSE, RUSSELL AND LINDSAY, HOWARD

State of the Union; Life with Father

HOWARD, SIDNEY

Yellowjack

JONES, LEROI

Dante; Dutchman; The Slave

KAUFMAN, GEORGE S. AND HART, MOSS

You Can't Take it with You

The Man who Came to Dinner

KINGSLEY, SIDNEY

Men in White; Dead End; Detective Story

MILLER, ARTHUR

Death of a Salesman

ODETS, CLIFFORD

Waiting for Lefty; Awake and Sing; Golden Boy

O'NEILL, EUGENE

Beyond the Horizon; Anna Christie; Strange Interlude;

Mourning Becomes Electra; Ah, Wilderness

RICE, ELMER L.

Street Scene

SAROYAN, WILLIAM

The Time of Your Life

SIMON, NEIL

Plaza Suite; The Prisoner of Second Avenue

WILLIAMS, TENNESSEE

The Glass Menagerie; A Streetcar Named Desire

FAMOUS PLAYS IN TRANSLATION

CYRANO DE BERGERAC

Comedy by Edmond Rostand (1868-1918) (French)

The story of the poet and soldier with the big nose has

been a favorite with audiences and readers ever since it first appeared. Cyrano, embarrassed by his ugly nose, is afraid to mention his love to his cousin Roxane because he is afraid she will laugh at him. When she asks him to protect Christian de Neuville, a new member of Cyrano's company, because she has fallen in love with him, Cyrano agrees. Cyrano persuades Christian to let him write his love letters for him. When Roxane reveals that she loves the man who has written the beautiful letters to her, Cyrano is about to tell her the truth about his pact with Christian. He remains quiet when Christian is killed in battle. It is not until many years pass that Roxane learns that Cyrano is the real author of the letters she has cherished. She discovers this only when Cyrano lies dying of a blow on his head.

AN ENEMY OF THE PEOPLE

Play by Henrik Ibsen (1828-1906)

When Dr. Stockmann, medical officer of the Baths, discovered that the waters of the Baths had become polluted and constituted a menace to health, he was ready to publish his findings. He was resisted by his brother Peter, the mayor of the town, who feared the loss of business to the town if the Baths were closed for two years in order to rectify the condition which Dr. Stockmann had discovered. The Mayor also pointed out the tremendous cost to the townspeople of the corrections which Dr. Stockmann wanted. When Dr. Stockmann persisted in his demands that the situation at the Baths be corrected, he was outvoted by the townspeople. He denounced them and proclaimed that the majority was a pack of fools and responsible for much of the evil and corruption in the world. The townspeople called him "an enemy of the people" and began to harass him and his family. He lost his job as medical director, his home, and his daughter lost her position as a teacher. Even his one friend who remained faithful, Captain Horster, lost his position.

Despite this public persecution, Dr. Stockmann continued to fight back. He decided to open a school and prove that he was stronger than the majority.

SUGGESTED READINGS

FROM THE GREEK

AESCHYLUS

Prometheus Bound; Seven Against Thebes

ARISTOPHANES

The Birds; Lysistrata; The Clouds; The Frogs

EURIPIDES

Electra; Medea; Iphigenia in Aulis

FROM THE FRENCH

ANOUILH, JEAN

Antigone

BECKETT, SAMUEL

Waiting for Godot

CORNEILLE, PIERRE

The Cid

IONESCO, EUGENE

Rhinoceros

MOLIERE

The Bourgeois Gentleman; The Misanthrope

Tartuffe

RACINE, JEAN BAPTISTE

Andromache; Phaedra

FROM THE GERMAN

BRECHT, BERTOLT

*The Caucasian Chalk Circle**Mother Courage and Her Children*

FROM THE RUSSIAN

CHEKHOV, ANTON

The Cherry Orchard; The Sea Gull

FROM THE SCANDINAVIAN

IBSEN, HENRIK

Doll's House; Hedda Gabler; The Master Builder

STRINDBERG, AUGUST

Miss Julia; The Father

THE ESSAY

Ever since Michel Eyquem de Montaigne introduced his *Essais* in the middle of the sixteenth century, this form of informal thinking on diversified subjects has been very popular. The great English and American essayists have presented stimulating ideas on many subjects. Discriminating readers find in them an expression of new ideas or old ideas beautifully and effectively stated.

ESSAYS BY ENGLISH AUTHORS

OF STUDIES

Essay by Sir Francis Bacon (1561-1626)

The purposes, methods, and advantages of reading are analyzed in this essay. Bacon points out that people read for pleasure, for knowledge, and as a means of "showing off" their education. He recommends that people couple the knowledge obtained from books with experience. His statement that "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested," is a guide to the discriminating reader.

A DISSERTATION ON ROAST PIG

Informal essay by Charles Lamb (1775-1834)

This essay opens with a humorous and imaginative account of the discovery of the advantages of roasted food. Charles Lamb visualizes a time when people ate raw meat. The quality of roast pork is discovered by accident when a young Chinese boy sets his straw house on fire, destroying both the house and a litter of new-born pigs. When he burns his hands on the hot meat, the young man learns that he has discovered a new taste sensation.

Lamb then concludes with a tantalizing description of how to prepare and enjoy young roast pig which he calls the best of all dishes.

OLD CHINA

Informal essay by Charles Lamb (1775-1834)

In this essay, we find a reminder that the "best things in life are free." In his development of the viewpoint that there are advantages in being poor, Lamb points out that in his poorer days he enjoyed his long hikes in the country and his picnic lunches by some country stream. He reminds his readers that, when people have to plan and save for luxuries, they enjoy them more fully than can those people who are rich enough to take these same things for granted.

ESSAYS BY AMERICAN AUTHORS

SELF-RELIANCE

Essay by Ralph Waldo Emerson (1803-1882)

Readers in a serious mood will find many stimulating ideas in *Self-Reliance*. The author's insistence on nonconformity and his opposition to "foolish consistency" will encourage high school pupils to engage in their own thinking and to be ready to challenge accepted beliefs. Emerson rejects the fear that people will be misunderstood if they are self-reliant. He points out that great men of all generations have been misunderstood and advises his readers to ignore this aspect of social criticism.

MARY WHITE

Essay by William Allen White (1868-1944)

William Allen White brings to all sad readers the feeling that people can meet life's tragedies stoically and courageously. In *Mary White*, written after the death of his daughter, he describes her activities, her friendliness, her popularity with her colleagues. By his quiet and objective reporting, the reader becomes acquainted with Mary White and shares his loss.

I ENTERTAIN AN AGENT UNAWARES

Essay by David Grayson (pseudonym of Ray Stannard Baker 1870-1946)

Samuel Grayson calls attention to the fact that the real worth of a book is not in its binding or construction but in the ideas and style of the author. When he instructs the salesman in the real worth of the books he is selling, Mr. Grayson is also calling attention to the beauties of literature.

ON DOORS

Informal essay by Christopher Morley (1890-1957)

Christopher Morley points out that the opening of doors is a significant and meaningful act. He calls attention to the anxiety, suspense, eagerness with which people await the opening of certain doors. He recalls the distress that accompanies the opening of the door leading to the dentist's operating room; he reminds the reader of the excitement that accompanies the entrance of the nurse announcing, "It's a boy." The closing of doors, to Christopher Morley, is an act of finality. It is a sad and irrevocable part of life.

READINGS IN THE ESSAY

BRITISH AUTHORS

BACON, SIR FRANCIS

Of Riches; Of Friendship; Of Truth

SWIFT, JONATHAN

A Modest Proposal

ADDISON, JOSEPH

The Sir Roger de Coverley Papers

STEVENSON, ROBERT LOUIS

An Apology for Idlers; Aes Triplex

GALSWORTHY, JOHN

American and Briton

CHESTERTON, GILBERT K.

On Running after One's Hat

AMERICAN AUTHORS

FRANKLIN, BENJAMIN

Poor Richard's Almanac

IRVING, WASHINGTON

The Sketch Book

- EMERSON, RALPH WALDO
Compensation; On Gifts
- HOLMES, OLIVER WENDELL
The Autocrat of the Breakfast Table
- HUBBARD, ELBERT
A Message to Garcia
- ROOSEVELT, THEODORE
The Strenuous Life
- BROWN, HEYWOOD
Dying for Dear Old R; The Fifty-first Dragon
- MORLEY, CHRISTOPHER
On Unanswering Letters
- COUSINS, NORMAN
Modern Man Is Obsolete

THE NOVEL

With the publication of *Pamela: or Virtue Rewarded* by Samuel Richardson in 1740, the novel as a literary form came into existence. Great prose narratives had been written for centuries before the publication of this work, but Richardson caught the fancy of the reading public and established an audience for the combination of plot and character development which is regarded as the essential characteristic of the novel as a literary form.

The candidate for a scholarship must be ready to show his familiarity with many novels. He must be acquainted with the titles, authors, characters, and themes of the books discussed in this section. He should have read many of the works described and listed; he should be aware of the titles and authors of the famous works which he has not had the opportunity to read.

The candidate should also keep abreast of the current publications. He may expect questions dealing with the "best sellers" of the period.

NOVELS IN TRANSLATION

DON QUIXOTE

Satirical romance by Miguel de Cervantes (1547-1616)

Don Quixote, inspired by the many tales of chivalry and romance he had read, decided to become a knight, rescue damsels in distress, and combat corruption. Taking the name Don Quixote de la Mancha, he mounted a decrepit horse called Rosinante and set out to be a knight. An unpleasant experience with a group of travelers who pummeled him when he challenged them to battle did not stop him. Taking Sancho Panza as his squire, he set out again to show his valor. One of his most famous adventures was his battle with the windmills which he mistook for giants.

Don Quixote continued his attempts to be a knight until he was defeated in combat. Sentenced by his conqueror to return home, Don Quixote abandoned further attempts at knighthood and chivalry.

THE COUNT OF MONTE-CRISTO

Novel by Alexandre Dumas (1802-1870)

Edmond Dantes, falsely accused of assisting the allies of Napoleon, was imprisoned in the Chateau D'If and forgotten. After years of imprisonment, he met Abbe Faria who had dug his way to Edmond's cell. From Faria he

learned of a secret fortune buried on the island of Monte-Cristo. When Faria died, Dantes changed places with the corpse which had been placed in a sack to be thrown into the sea. Thus Dantes escaped from his imprisonment.

After many adventures, Dantes recovered the treasure hidden on the island, assumed the title of Count of Monte-Cristo, and methodically planned and succeeded in bringing about the downfall of the four men who had caused his imprisonment.

THE THREE MUSKETEERS

Novel by Alexandre Dumas (1802-1870)

This story of romantic adventure describes the efforts of D'Artagnan, a Gascon lad, to join the king's musketeers. He so impresses Athos, Porthos, and Aramis, three of the musketeers, that they adopt him as one of their own. Together they resist the Cardinal's guards and have many adventures. One of the most thrilling experiences occurs when the four friends set out to recover a set of diamond studs which the Queen had given to the Duke of Buckingham. After a series of encounters with the Cardinal's agents, D'Artagnan is able to bring the jewels to the Queen in time for her to display them at the court.

ANNA KARENINA

Novel by Count Leo Tolstoy (1828-1910)

The tragic story of Anna Karenina, wife of Alexei Karenin, who falls in love with another man, Count Vronsky, is one of the world's most famous novels. When her husband refuses to give her a divorce and orders her not to see Vronsky again, Anna at first complies, but finds that her love for the count is too strong. She runs away to Italy with Vronsky. As time passes, she imagines that Vronsky is tiring of her. In a fit of depression, she commits suicide by jumping in front of an oncoming train.

Tolstoy also develops the personality of Konstantine Levin who finds the answer to his problems by working with the serfs in the fields. Here he finds satisfactions which life had hitherto denied him. Tolstoy thus presents his own philosophy of life and the value of working with nature.

CRIME AND PUNISHMENT

Novel by Fyodor Mikhailovich Dostoevski (1821-1888)

The suffering endured by Raskolnikov after he murdered a pawnbroker and her stepsister is the basis of this psychological novel. Suspected by the police, he is hounded by their investigations until he is ready to confess. Raskolnikov finally reveals his crime to Sonia, whom he has grown to love, and states that he feels that he destroyed himself when he killed the two women. He finally surrenders to the police and is sentenced to eight years in Siberia. He is strengthened by Sonia's love and begins to seek redemption.

FAMOUS NOVELS IN TRANSLATION

FROM THE FRENCH

VOLTAIRE

Candide

HUGO, VICTOR

Les Misérables; The Hunchback of Notre Dame

BALZAC, HONORE

Old Goriot

FLAUBERT, GUSTAVE

Madame Bovary

LOTI, PIERRE

The Iceland Fisherman

ZOLA, EMILE

Nana

FRANCE, ANATOLE

The Crime of Sylvestre Bonnard; Penguin Island

FROM THE SPANISH

BLASCO IBANEZ, VINCENTE

Blood and Sand; The Four Horsemen of the Apocalypse

FROM THE GERMAN

HESSE, HERMANN

Steppenwolf

KAFKA, FRANZ

The Trial; The Castle

MANN, THOMAS

Buddenbrooks; The Magic Mountain; Joseph and His Brothers

REMARQUE, ERICH MARIA

All Quiet on the Western Front

FROM THE SCANDINAVIAN

HAMSEN, KNUT

Hunger; The Growth of the Soil

LAGERLOF, SELMA

Gosta Berling

UNDSET, SIGRID

Kristin Lavransdatter

FROM THE RUSSIAN

DOSTOEVSKY, FEODOR

The Brothers Karamazov

PASTERNAK, BORIS

Doctor Zhivago

SOLZHENITSYN, ALEKSANDR ISAEVICH

The Cancer Ward; August 1914

TOLSTOY, LEO

War and Peace

TURGENEV, IVAN

Fathers and Sons

ENGLISH NOVELS

CAPTAINS COURAGEOUS

Novel by Rudyard Kipling (1865-1936)

Harvey Cheyne is a rich, spoiled boy of fifteen. Bound for Europe on a palatial ocean liner, he displays his arrogance and snobbishness. During a storm, he is washed overboard by a huge wave. Fortunately, he is picked up by a fisherman in a dory and brought to the fishing schooner, "We're Here." Harvey tells the captain of the schooner, Disko Troop, that his father is wealthy and orders him to take his vessel to New York. Disko refuses Harvey's request, and when the young man becomes insulting, punches him in the nose. He tells Harvey that he will keep him on board the schooner until it returns to Gloucester five months later and pay him fifty dollars for the work he will do on board ship.

For the first time in his life, Harvey is confronted with the problem of working for a living. As he adjusts himself to his new environment, he finds that he is enjoying the work which he would have formerly scorned. He cleans and salts the cod as they are brought on deck, he learns to stand watch, he even learns to use the sextant. More important, he begins to realize that his companions on board ship have real worth. He learns that it is better to be accepted on his own merits as a member of the crew than as the son of a millionaire.

When Harvey is reunited with his parents after the "We're Here" has completed its successful fishing trip, they are, of course, overjoyed that he has not been drowned as they had feared. They are even more delighted at the change in their son. They realize that his five months at sea have made him a self-reliant, modest young man.

DAVID COPPERFIELD

Novel by Charles Dickens (1812-1870)

In this novel, David Copperfield relates the story of his life from his birth to the time he established himself as a successful novelist. During this period, he encountered many adventures and met many colorful individuals. He describes his unhappy life with Mr. Murdstone, his cruel stepfather, his experiences at Salem House, a school run by a tyrannical headmaster, his happy experiences with Peggotty, a devoted servant, and her relatives at Yarmouth.

After his mother's death, David, at the age of ten, was put to work by Mr. Murdstone in his warehouse. It was at this time that he met Wilkins Micawber, with whom he took lodging. When Micawber decided to move to Plymouth, David left his stepfather's establishment. He visited his great-aunt, Miss Betsy Trotwood, who finally decided to take care of him. She sent him to a school in Canterbury and found lodging for him in the home of her lawyer, Mr. Wickfield, where David met his daughter, Agnes, and his obsequious clerk, Uriah Heep.

At seventeen, David completed his schooling, and, after traveling with Steerforth, a school companion, decided to enter the practice of law. He joined the firm of Spenlow and Jorkins. When Dora Spenlow, his employer's daughter, and he met for the first time, they immediately fell in love. When he was twenty-one, he married Dora, even though at the time they were almost penniless.

In the meantime, David had kept in touch with the Wickfields. Uriah Heep had become Mr. Wickfield's partner and had a desire to marry Agnes, his partner's daughter. Assisted by Mr. Micawber, David proved that Uriah Heep had been perfidiously defrauding Mr. Wickfield and his clients for years. He forced Uriah to make partial restitution.

David's marriage to Dora was an unhappy one. She was child-like in her behavior and sickly. In spite of all his attention, Dora declined and finally succumbed to her illness. During this period of suffering, David found Agnes Wickfield a sympathetic and kind friend.

To forget his sorrows, David visited his friends and Yarmouth and toured Europe for three years. On his return to England, he realized that he loved Agnes and married her.

THE FORSYTE SAGA

Novel by John Galsworthy (1867-1933)

First published as three novels—*The Man of Property*, *In Chancery*, and *To Let*, *The Forsyte Saga* traces an upper middle class family through the changing customs of a new century. Throughout the story, we follow the lives of the members of the Forsyte family with particular attention to Soames Forsyte. We follow his marriage to Irene, who despised her husband, his plans to build a large country home, his quarrels with his architect which ended in litigation. We watch his marriage with Irene disintegrate and finally end in divorce.

Soames and Irene find new mates. As the years pass, we see the meeting of Irene's son, Jon, and Soames' daughter, Fleur. They fall in love, but Jon realizes that a marriage with Fleur is impossible when he learns the story of his family. He goes to America to live with his mother. Fleur eventually marries Michael Mont whom her father favored.

As the various members of the Forsyte family die, the children marry and move away from the homestead, Soames is left alone and lonely. He realizes that a way of life has ended.

GOODBYE, MR. CHIPS

Novel by James Hilton (1900-1954)

In this short novel, we meet a lovable schoolteacher in the last days before his death. Mr. Chip's life is presented to the reader in a series of recollections about his past experiences. The reader discovers the qualities which endeared Mr. Chips to generations of students at Brookfield Academy.

GREAT EXPECTATIONS

Novel by Charles Dickens (1812-1870)

The great expectations mentioned in the title refer to Pip's dream of becoming a gentleman. When Pip, an orphan boy, was told by Mr. Jaggers, a London solicitor, that he was the recipient of a grant of money which he could use to improve his station in life, the boy was certain that his anonymous benefactor was a Mrs. Havisham whom he had been entertaining from time to time. Actually, the money had been sent by an ex-criminal, Abel Magwitch, whom Pip had aided years before. Pip grew up expecting to receive a legacy from Mrs. Havisham and to marry her ward, Estella. He was horrified to learn, on his twenty-first birthday, of the real source of his financial assistance. At first he was ready to reject Mr. Magwitch's money, but, gradually, he began to appreciate the sacrifices that the ex-criminal had made.

His early dreams of marrying Estella were shattered when she announced her engagement to Bentley Drummle. He became a foster son to Magwitch and assisted him in his struggles against his arch-enemy, Compeyson.

Eleven years later, Pip learned that Estella was a widow. He renewed their friendship with the feeling that this time they would not be separated.

As in all Dickens' novels, *Great Expectations* has many vividly presented characters. In addition to those mentioned above, Joe Gargery, Pip's brother-in-law, and Herbert Pocket, with whom Pip established a business in London, are noteworthy.

GULLIVER'S TRAVELS

Satirical tale by Jonathan Swift (1667-1745)

Written as a bitter satire on mankind's customs and foibles, *Gulliver's Travels* has had the strange fate of being treated as an interesting adventure story for children. More mature readers will discover Swift's ironic and satirical purpose as they reread Gulliver's description of England and English customs to the inhabitants of the lands he visits.

Gulliver's first adventure occurred when he was captured by the tiny inhabitants of Lilliput. The Lilliputians, awed by his huge size, used Gulliver to help them defeat their traditional enemy, the inhabitants of Blifescu.

His next trip took Gulliver to Brobdingnag, a land inhabited by giants who made a pet of the diminutive human being.

Gulliver's most bitter experience came when he met the Houyhnhnms, a race of horses which possessed intelligent minds. These horses had subjugated a group of human-like creatures called Yahoos. Gulliver learned to respect the intelligence of the animals and to despise the irrational behavior of the Yahoos.

Upon his return to England, Gulliver found himself unable to get along with people who reminded him of the Yahoos; he continued to make friends with the English work horses.

IVANHOE

Novel by Sir Walter Scott (1771-1832)

This story of English life during the period of Richard the Lion-Hearted and Robin Hood is one of Scott's most popular novels. *Ivanhoe*, disinherited by his father because of his love for Rowena, proves his ability in tournaments, battles, and hand-to-hand combats. He takes part in the siege of the castle of Torquilstone and successfully defends Rebecca, a Jewess, when she is accused of witchcraft.

Cedric, *Ivanhoe*'s father, becomes convinced of his son's greatness and finally consents to the marriage of Rowena and *Ivanhoe*.

JANE EYRE

Romance by Charlotte Brontë (1816-1855)

This melodramatic novel traces the career of Jane Eyre through her early experiences as an orphan child and her life as a governess. Employed by Mr. Rochester to care for his ward, Jane found her life at Thornfield pleasant but sometimes disturbed by mysterious occurrences. She gradually learned that a demented woman lived on the third floor of the house. As time passed, Jane Eyre and Mr. Rochester fell in love and decided to get married. The wedding ceremony was interrupted by the disclosure that the demented woman who lived in Mr. Rochester's house was actually his wife. Jane left Thornfield immediately.

Some time later, Jane returned to Thornfield after awakening from a dream in which she had the feeling that Mr. Rochester was calling her. She found the building destroyed by fire and learned that Mr. Rochester had been blinded during a vain attempt to save his mad wife from the flames. She immediately went to Mr. Rochester and they were married. Gradually, Mr. Rochester's sight improved, and he and Jane could look forward to a happy life together.

LORD JIM

Novel by Joseph Conrad (1857-1924)

The search for redemption after a cowardly act is the basis of this novel. Jim, chief mate of the *Patna*, joined the captain and crew of the ship in the only lifeboat when it seemed that the ship would sink. Ashamed of his abandonment of the passengers, Jim seeks to regain his lost honor. He does so by offering himself as a sacrifice to a native chief to atone for the death of the chief's son at the hands of a white man.

LORNA DOONE

Novel by Richard Doddridge Blackmore (1825-1900)

John Ridd, the narrator of the story, describes the feud that existed between his family and the outlaw Ooone clan. A band of brigands, the Doones were feared by the entire community. John Ridd's father had been killed during one of the Doones' marauding expeditions. Ridd's desire for revenge extended to the entire Doone family except Lorna Doone with whom he found himself in love. After many adventures, John Ridd married Lorna and, in a titanic hand-to-hand struggle with Carver Doone, killed the murderer of his father.

LOST HORIZON

Novel by James Hilton (1900-1954)

When Hugh Conway and his plane companions are kidnapped and brought to a lamasery in the Himalayan Mountains of Tibet, they discover a strange new world. They find that in this lamasery, called Shangri-la, people live exceptionally long lives. Conway learns that several of the inhabitants are more than one hundred years old and that the High Lama is more than two hundred and fifty years old. Conway is informed that he has been chosen to succeed the High Lama who feels that he is soon to die.

Despite the attractiveness of Shangri-la, Conway leaves the lamasery in order to assist several of his companions who are intent on returning to outer civilization. He finds England drab and is last heard of seeking to find the way back to Shangri-la.

OF HUMAN BONDAGE

Novel by W. Somerset Maugham (1874-1965)

This novel follows the career of Philip Carey from his childhood until he is in his middle thirties. Born with a clubfoot, Philip was very sensitive about his deformity. An orphan, he spent his childhood with his aunt and uncle in very unhappy surroundings. At the age of eighteen, Philip went to Berlin. Here, after lengthy discussions with his radical friends, he decided that he was an atheist. Upon his return to England, he became involved in a brief love affair with an elderly spinster and then went to London to work as a clerk. Still groping, Philip abandoned this career and went to Paris to study art. Finally, he returned to England to begin the study of medicine.

Philip's most shattering experiences began when he met and fell in love with Mildred Rogers, a waitress. Mildred took advantage of his affection and he devoted much time and money on her to the detriment of his studies. When she abandoned him and ran away with another man, Philip

was in danger of losing his mind. Some time later, Mildred returned to him. His love for her was as strong as ever. He took care of her and her child, but again, she betrayed him by leaving Philip. Again she returned to him when she was sick and penniless. Despite his limited income, Philip provided for Mildred and her child. But, by this time, Philip realized that he no longer loved this woman who had given him so many moments of misery.

Philip finally obtained his medical diploma and planned to become a ship's doctor. At this time, he suddenly realized that he was in love with Sally Athelny, the daughter of a man who had befriended him from time to time and with whom he had lived for a while when he was penniless. Philip married Sally and decided to practice medicine in a coastal fishing village. For the first time in his turbulent life, Philip felt that life was offering him something worthwhile.

THE OLD WIVES' TALE

Novel by Arnold Bennett (1867-1931)

The novel traces the lives of the two Baines sisters, Constance and Sophia, from the time they are teen-agers until their deaths.

Sophia, the adventurous daughter, elopes with Gerald Scales, a salesman, and runs away to Paris. After Gerald spends his legacy, he leaves his wife behind in Paris. Sophia supports herself during the hectic years of the Franco-Prussian War and gradually becomes financially independent.

Constance, on the other hand, marries Samuel Povey, the clerk in her father's store, and remains in the Five Towns. She spends her time spoiling her child, Cyril.

The two sisters are reunited in middle age. Sophia returns to the family home in Five Towns and lives with her widowed sister. Sophia dies after suffering a stroke. When Constance dies several years later, the story of the two sisters ends.

OLIVER TWIST

Novel by Charles Dickens (1812-1870)

The novel follows the life of Oliver Twist from his birth in a workhouse to his discovery of his real identity. Given the name of Oliver Twist at birth because there were no means to identify the baby and his mother, he grew up in a poor farm and the workhouse in an atmosphere of cruelty and suffering. After an unpleasant experience with a casket maker to whom he had been apprenticed at the age of nine, Oliver ran away to London where he fell in with a gang of thieves. Here, under the tutelage of Fagin, he was trained to be a pickpocket. Caught in his first attempt he is befriended by the man Mr. Brownlow. His benefactor, is disappointed when Oliver disappears with some money. Oliver is forced to rejoin Fagin and his young thieves. He is sent on a robbery and wounded by gunshot. Again he leaves the gang of thieves, but they are even more eager than ever to force him to return after Monks, who had seen Oliver at the Brownlows' home, pays Fagin to make Oliver a hardened criminal.

The efforts of the criminals to involve Oliver in their schemes, his attempts to rejoin Mr. Brownlow, and the mystery of Oliver's birth are ended when Fagin and his gang are arrested. Fagin confesses that Monks was interested in Oliver's downfall because he was the boy's half-

brother and eager to deprive him of his rightful share of the estate. Oliver thus learns of his identity and goes to live with Mr. Brownlow as his adopted son.

The novel abounds in interesting characters. Fagin, the scheming Jew who runs a school for thieves, the Artful Dodger, one of his more talented pupils, Bill Sykes, a cruel and vicious associate of Fagin, Nancy, a young girl who loves Sykes are among the many criminals Oliver meets when he reaches London. The Maylie family who befriend Oliver when he is wounded are portrayed sympathetically. Even Mr. Bumble, the penny-pinching manager of the workhouse, is vividly presented.

THE PILGRIM'S PROGRESS

Novel by John Bunyan (1628-1688)

In this allegorical account of a man's progress through the temptations of life to the glories of heaven, Christian, the principal character, meets many who help or hinder his progress. He falls into the Slough of Despond where his worldly sins keep him pinned to the mud. He listens to the cynical viewpoint of Mr. Worldly Wiseman. He passes through the Valley of Humiliation where he fights Apollyon, a giant devil. He also goes through the Valley of the Shadow of Death and reaches the town of Vanity Fair where, again, he resists the temptations of worldly life. His trip takes him through the Valley of Ease to the Doubting Castle where he is imprisoned by Despair. Finally, he passes through the Valley of Conceit and crosses the River of Death to reach Heaven.

PRIDE AND PREJUDICE

Novel by Jane Austen (1775-1817)

The "Pride" and the "Prejudice" in this novel indicate the barriers that hinder the progress of the love affair between Elizabeth Bennet and Mr. Darcy. Elizabeth, most intelligent of the five Bennet sisters, is blinded by a prejudice against Mr. Darcy whom she accuses of being proud and condescending. She is certain that he is the cause of Mr. Bingley's rejection of her sister, Jane. She believes that Darcy has defrauded Mr. Wickham, an army officer, of his legacy. Even after Darcy proposes marriage, Elizabeth is repelled by his arrogant manner and rejects him.

Only after Elizabeth's sister, Lydia, runs away with Mr. Wickham does she realize how much she loves Darcy. His quiet handling of the marriage of Lydia and Wickham and his obvious approval of the engagement of Mr. Bingley and Jane Bennet convince Elizabeth that she was in the wrong. When Darcy renews his proposal, Elizabeth accepts him and they announce their engagement.

Throughout the story, the reader is amused by the efforts of Mrs. Bennet to find husbands for her five daughters.

THE RETURN OF THE NATIVE

Novel by Thomas Hardy (1840-1928)

Eustacia Vye, a restless, dissatisfied young lady, is dominated by the desire to escape from the somber surroundings of Egdon Heath. Realizing that her only avenue of escape lies in marriage, she at first feels that Wildeve, proprietor of the Quiet Woman Inn, will take her to America. His

engagement to Thomasin Yeobright does not deter Eustacia from seeking Wildeve. When Mrs. Yeobright's son, Clym, returns from Paris to Egdon Heath, Eustacia sees a better opportunity. She drops her affair with Wildeve and sets out to win Clym, who she is certain will return to Paris.

After Eustacia's marriage to Clym, the realization that her husband is determined to remain in Egdon Heath and the quarrels with her mother-in-law contribute to Eustacia's renewal of her affair with Wildeve, now married to Thomasin. Her break with her husband becomes complete when Mrs. Yeobright dies. Eustacia and Wildeve plan to run away. On her way to meet Wildeve on the heath, she falls into a lake and is drowned. Wildeve, hearing her screams, rushes to her rescue and also loses his life.

ROBINSON CRUSOE

Novel by Daniel Defoe (1661-1731)

Shipwrecked off an island, Robinson Crusoe was the only survivor. He managed to remove supplies from the wreckage. With these supplies he built himself a shelter and began to provide the necessities of life. For twenty-four years he lived alone on the island. When a group of cannibals came to the island with their intended victims, Crusoe was able to frighten the savages and save one of their prisoners. He named him Friday. After ten more years on the island and more encounters with the savages, Robinson Crusoe and Friday were taken back to England by a ship captain whom they had saved from a mutinous crew. Robinson Crusoe continued his travels after his return to England, visiting Brazil, China, and Siberia.

SILAS MARNER

Novel by George Eliot

(pseudonym of Mary Ann Evans, 1819-1880)

Embittered by his unfortunate experience at Lantern Yard, Silas Marner, a weaver, moved to the small village of Raveloe where he lived as a recluse. He was avoided by his neighbors because of his unwillingness to join them in their activities and because of his near-sightedness and cataleptic fits which made him seem "possessed." He found his only pleasure in the hoarding of the gold which he earned as a weaver.

When Dunstan Cass broke into his house and stole his money, Silas's hatred of mankind was intensified. Only after he found Eppie, a young child who had wandered away from her mother who had perished in a snowstorm, did his attitude change. His desire to keep the child and raise her as his adopted daughter forced him to seek assistance and guidance from his neighbors. He found counsel and friendship with Dolly Winthrop and gradually became an accepted member of the community.

When Eppie was sixteen, Godfrey Cass, her real father, revealed the secret of her birth. When he offered to take her into his home, Silas Marner felt that he could not stand in her way. Eppie, however, decided to remain with the man who had devoted his life to her.

Thus Silas Marner was transformed from a bitter, disillusioned individual to a happy member of society.

A TALE OF TWO CITIES

Novel by Charles Dickens (1812-1870)

The impact of the French Revolution on people in Paris and London is presented in this very popular novel. M. Defarge and his wife, imbued with a desire for revenge for the atrocities committed by the members of the noble Evremonde family, are relentless in their desire to exterminate all who bear the hated name. When Charles Darnay, a nephew of the Evremondes, returned to France to assist a former steward, he was arrested, even though he had repudiated his family and had renounced all claims to the Evremonde title and estate. The impassioned denunciation by Madame Defarge was strong enough to persuade the Paris tribunal to order Darnay's execution even though Dr. Manette, his father-in-law, had pleaded for his release and had testified that Darnay had always been sympathetic to the cause of the Revolutionists.

Sydney Carton, a lawyer who had been Darnay's rival for the hand of Lucie Manette, demonstrated his greatness of spirit and his love for Lucie by arranging for Darnay's escape from prison and by substituting himself as a victim to be beheaded in Darnay's place.

VANITY FAIR

Novel by William Makepeace Thackeray (1811-1863)

In this satire of English and continental society of the early nineteenth century, Thackeray presents two women of contrasting characters. Amelia Sedley is kind, virtuous, and gentle; Becky Sharp, a scheming, conniving adventuress. We follow their careers over a period of years and see how Becky Sharp ruthlessly maintains a position of power and wealth by taking advantage of her attractiveness while Amelia struggles against odds to marry George Osborne and to raise their child after her husband is killed in battle.

Among the many men with whom Becky Sharp becomes involved are Lord Pitt Crawley, his son Rawdon Crawley whom she marries, and Joseph Sedley, Amelia's brother.

Amelia Sedley, on the other hand, remains true to the memory of her husband for many years. She finally agrees to marry Captain William Dobbin, a loyal and devoted friend.

WUTHERING HEIGHTS

Novel by Emily Brontë (1818-1848)

As narrated by Mr. Lockwood, the story of the orphan boy who was adopted by Mr. Earnshaw and given the name of Heathcliff becomes a tale of morbid horror. As a boy, Heathcliff was very popular with Mr. Earnshaw and his daughter, Catherine. Hindley, Mr. Earnshaw's son, was jealous of Heathcliff's popularity with father and sister. When Mr. Earnshaw died, Hindley began to treat Heathcliff as a servant. Catherine, too, decided to marry her neighbor, Edgar Linton, rather than marry the penniless young man whom she had grown to love.

Heathcliff, bitter and disillusioned, left Wuthering Heights and remained away for several years. Upon his return, Hindley Earnshaw welcomed him back because Heathcliff seemed wealthy and apparently had dropped his morose attitude. In spite of Catherine's opposition,

Heathcliff married Isabella Linton, her sister-in-law.

Heathcliff soon demonstrated his real purpose in returning to Wuthering Heights. He was indirectly responsible for Catherine's death and the downfall of Hindley Earnshaw. He became master of Wuthering Heights upon the death of Hindley and forced Hareton, Hindley's son, to be dependent upon him for existence.

His mad desire for revenge was completely satisfied when he compelled the two children, Cathy and Linton, to marry. In this manner, Heathcliff, slighted by the Earnshaw children, worked for the downfall of those who had offended him.

OTHER FAMOUS NOVELS BY BRITISH NOVELISTS

BARRIE, SIR JAMES M.

Sentimental Tommy; Little Minister

BUCHAN, JOHN

The Thirty-nine Steps

BUTLER, SAMUEL

The Way of All Flesh; Erewhon

CARROLL, LEWIS

Alice in Wonderland

COLLINS, WILKIE

The Moonstone

CONRAD, JOSEPH

The Secret Sharer; Heart of Darkness

The Nigger of the Narcissus

CRONIN, ARCHIBALD JOSEPH

The Citadel

DOYLE, SIR ARTHUR CONAN

Sherlock Holmes; The White Company

DU MAURIER, GEORGE

Trilby; Peter Ibbetsen

DURRELL, LAWRENCE

The Alexandria Quartet

ELIOT, GEORGE

Adam Bede; The Mill on the Floss

FIELDING, HENRY

Tom Jones; Amelia

FORESTER, C. S.

Captain Horatio Hornblower

GISSING, GEORGE

New Grub Street

GOLDSMITH, OLIVER

The Vicar of Wakefield

GRAVES, ROBERT RANKE

I, Claudius; Claudius the God

GREENE, GRAHAM

The Ministry of Fear; The Power and the Glory

HARDY, THOMAS

The Mayor of Casterbridge; Tess of the D'Urbervilles;

Jude the Obscure

HUXLEY, ALDOUS

Point Counter Point; Brave New World

JOYCE, JAMES

Portrait of the Artist as a Young Man

KINGSLEY, CHARLES

Westward Ho

KIPLING, RUDYARD

Kim; The Jungle Books; The Light That Failed

- LAWRENCE, D. H.
The Rainbow; Sons and Lovers
- LLEWELLYN, RICHARD
How Green Was My Valley
- LYTTON, EDWARD BULWER
The Last Days of Pompeii
- MAUGHAM, W. SOMERSET
Of Human Bondage; The Moon and Sixpence
- MEREDITH, GEORGE
The Ordeal of Richard Feverel; The Egoist; Diana of the Crossways
- ORWELL, GEORGE (pseudonym of Eric Blair)
1984; The Animal Farm
- PRIESTLY, JOHN BOYNTON
The Good Companions
- READE, CHARLES
The Cloister and the Hearth
- RICHARD, SAMUEL
Pamela; Clarissa
- SCOTT, SIR WALTER
Kenilworth; The Talisman
- SHELLEY, MARY GODWIN
Frankenstein
- STERNE, LAURENCE
Tristram Shandy
- STEPHENS, JAMES
The Crock of Gold
- STEVENSON, ROBERT LOUIS
Kidnapped; Treasure Island
- THACKERAY, WILLIAM MAKEPEACE
Vanity Fair; Henry Esmond
- TROLLOPE, ANTHONY
Barchester Towers
- WAUGH, EVELYN
Brideshead Revisited; Edmund Campion
- WELLS, HERBERT GEORGE
Tono-Bungay; The Time Machine; The Invisible Man; The War of the Worlds
- WILDE, OSCAR
Picture of Dorian Grey
- WOOLF, VIRGINIA
Mrs. Dalloway; To the Lighthouse

AMERICAN NOVELS

ALICE ADAMS
Novel by Booth Tarkington (1869-1946)

Encouraged by her mother, Alice Adams lives in a dream world where she imagines herself a rich young lady. Mrs. Adams drives her husband into undertaking a business venture for which he is not prepared. The false world which Mrs. Adams and Alice have created in their daydreams collapses when Mr. Adams fails in his business venture and when Walter, Alice's brother, absconds with some money. These events bring the Adamses to their senses. Mrs. Adams decides to take in boarders and Alice decides to attend business college.

ARROWSMITH
Novel by Sinclair Lewis (1885-1951)

The obstacles that prevent an individual who is interested in research work from completing his desired experiments

are portrayed by Sinclair Lewis in this novel about a man whose goal is the discovery of medical knowledge.

As a student at the University of Winnemac, Martin Arrowsmith developed his love for scientific research in the classes of Dr. Gottlieb. Inspired by this famous scientist, Martin felt that the study of bacteriology would become his major interest in life. After marrying Leora Tozer, a student nurse whom he had met while at college, Arrowsmith settled in Wheatsylvania, his wife's home town. Her family and his patients discouraged Martin's attempts to experiment, especially with animals. These difficulties led Dr. Arrowsmith to accept a position as assistant director of public health in a small Iowa town under Dr. Pickersbaugh, who knew more about publicity than medical science. When his superior was elected to Congress, Martin became Acting Director. In his attempts to improve the health of the community, he made several enemies. He was finally asked to resign because he destroyed a group of tenement buildings infested with tuberculosis.

His former instructor, Dr. Gottlieb, helped Martin obtain a position at McGurk Institute in New York. Here, he was able to devote his full time to research. He was disturbed, however, by the Director's desire for publicity and the insistence that he publish the results of his experiments without checking their accuracy. His greatest disappointment came when it was learned that a so-called X principle, which he had discovered, had been previously reported by scientists at the Pasteur Institute. However, when a plague broke out on St. Hubert in the West Indies, he and Gustav Sondelius, a Swedish scientist, were sent to help. He tried to establish control groups and experimental groups in his work of proving the value of his vaccine. However, when his wife, Leora, who had accompanied him to the island, and Dr. Sondelius died of the plague, Martin abandoned all attempts to control his experiment scientifically.

On his return to New York, Martin married Joyce Lanyon, a rich widow, but the marriage was a failure because he could not devote the time to the social engagements arranged by his wife. Martin retired to a rural Vermont retreat where he and Dr. Terry Wickett devoted their full time to the kind of research they were interested in without interference of any kind.

BABBITT

Novel by Sinclair Lewis (1885-1951)

In George F. Babbitt, leading realtor of Zenith, Lewis satirizes the typical American business man of the 1920's. He portrays the standardization that prevails among people of Babbitt's circle: the shady business practices, the lack of culture, the similarity of political thinking. For a while, Babbitt rebels against this pattern of life when he is shocked by the news that Paul Riesling, his best friend, had shot his wife. He adopts liberal ideas and disputes the principles expounded by the Good Citizens League. However, his fling at independence is short-lived, and he returns to his former way of life.

A BELL FOR ADANO
Novel by John Hersey (1914-)

Major Victor Joppolo was assigned the task of governing the town of Adano during its occupation by American

troops. In his efforts to educate the Italians in the American way of life and to end the remnants of Fascist thought, he won over the natives of the town. When General Marvin, commander of the area, issued an order which would ruin the business activities of the town, Major Joppolo decided to ignore it.

Among the problems presented to the Major was a request to work for the return of the town bell which had been removed by the Fascists. When he learned that the bell had been destroyed, Major Joppolo arranged for the delivery of a ship's bell to the town hall tower.

Major Joppolo so endeared himself to the people of Adano that, when he was removed by order of General Marvin for failure to carry out his orders, he was regarded as a real hero. He had succeeded in bringing the message of Democracy to the people of Adano.

THE BRIDGE OF SAN LUIS REY

Novel by Thornton Wilder (1897-)

When the bridge of San Luis Rey collapsed in 1714, five travelers fell to their deaths. Hoping to understand why God acts as He does, Brother Juniper investigated the lives of each of the victims. For his research, Brother Juniper was burned at the stake. His book, however, was discovered by the author who continued the analysis of the lives of the five victims.

The stories of the Marquessa and her maid, Pepita, Uncle Pio and Jaime, and Estaban introduce us to the lives of five interesting people. While the reader cannot understand why these characters were chosen as victims, the effect of their deaths on those who loved them is evident. It is this effect that is the main theme of the story.

DRUMS

Novel by James Boyd (1888-1944)

The conflicting loyalties that disturbed many young men during the American Revolution is portrayed by James Boyd in this story. John Foster resides in London during the first years of the American Revolution. Later, he meets John Paul Jones and serves in many sea battles under his command until he is wounded. Upon his return to America, he tries to join the local militia but is rejected by the armed forces because of his disabled arm. He is later accepted by the militia and again wounded. A disabled veteran, he spends his days on his farm. News reaches him of the victories of the American forces.

ETHAN FROME

Novel by Edith Wharton (1862-1937)

The tragedy in *Ethan Frome* lies in the fact that Ethan Frome and Mattie Silver fail in their suicide attempt. When Zenobia Frome, Ethan's wife, discovered that her husband had fallen in love with Mattie Silver, her cousin, she ordered the young girl to leave the house. Realizing that they cannot bear to be separated, Ethan and Mattie decide to crash into a huge elm at the bottom of the hill.

For the remainder of his days, the crippled Ethan lives with the two women in his life—Mattie, confined to a wheel chair, and Zenobia, his bitter wife, who looks after Mattie and Ethan.

FOR WHOM THE BELL TOLLS

Novel by Ernest Hemingway (1898-1961)

John Donne's famous sermon "And therefore never send to know for whom the bell tolls; It tolls for thee" sets the theme of this epic novel. Hemingway is reminding us that what happened in Spain during that country's Civil War in 1937 affects every person all over the world. This is the story of the last three days in the life of Robert Jordan, an American teacher, who was in Spain fighting with the Spanish Loyalists. Jordan had joined with a guerilla band behind the Fascist lines with instructions to blow up a bridge. The three days with Pablo, the guerilla leader, Pilar, his wife, and Maria, a victim of Fascist brutality, give us a picture of the war-torn country and the conflicting ideologies which touched off the war in Spain. Jordan learns to admire the strength of the guerillas and falls in love with Maria.

Jordan succeeds in blowing up the bridge but is injured when his horse is wounded and falls on Jordan's leg. Unable to continue with the others because of his injuries, he sends them away and awaits the arrival of the approaching Fascists.

GIANTS IN THE EARTH

Novel by O. E. Rolvaag (1876-1931)

This novel contributes greatly to the understanding of the sufferings and hardships endured by our early pioneers in their struggles to build homes for themselves in our frontier territory. When Per Hansa moved his family from Minnesota to the Dakota territory, he had to contend not only with the Indians and with Irish settlers who claimed that he had taken their land, but also with the forces of nature. Winter and summer, Per Hansa had to fight nature in order to establish his home and to win a living from the soil.

THE GOOD EARTH

Novel by Pearl S. Buck (1892-1973)

The Chinese peasant's attitude toward the earth which provides him with sustenance is presented in this novel. Wang Lung and his wife O-Lan are shown in various stages of their lives from the time of their marriage until Wang Lung's approaching death.

The early years of married life find the couple struggling to win a living from the soil. At first they are successful, but a drought forces them to abandon their farm to seek a living in the city. When the city is threatened with an attack by enemy forces, the poor people riot and ransack the homes of the wealthy. O-Lan gives the loot she has gotten during this riot to her husband who uses the proceeds to purchase farm land.

As he prospers, Wang Lung sends his two sons to school and builds himself a new house. After O-Lan's death, he begins to rent his land to other peasants.

Wang Lung's greatest disappointment in life comes when he overhears his sons discussing what they will do when he dies. He learns to his dismay that they are looking forward to selling the land. To a man who has found that the land is the only source of a good livelihood, the realization that his sons do not share his love for the soil is a shocking experience.

GONE WITH THE WIND

Novel by Margaret Mitchell (1900-1949)

The story of Scarlett O'Hara and her indomitable ambition to preserve the family homestead, Tara, during the bleak years of the Civil War has become famous as one of the best novels of the South. The effects of the war and the post war period in Georgia are vividly portrayed.

Scarlett's on-again, off-again love affair with Rhett Butler, a quixotic smuggler and man about town, dominates the story. When Rhett leaves Scarlett after the death of their daughter, we find her expressing her optimistic philosophy, "There's always tomorrow."

Vividly portrayed characters, graphic descriptions of war scenes, and the presentation of the South's case in the Civil War have made this a memorable novel.

THE GRAPES OF WRATH

Novel by John Steinbeck (1902-1968)

This novel depicts the struggle of the migratory workers who fled their drought-stricken farms in Oklahoma and traveled in broken down vehicles to California where they had been told that there was abundant work for all. The struggle of the Joad family against the terrible conditions which they found when they finally reached California depicts the plight of all *Okies* or migratory workers in that state during the height of the Depression. This is a powerfully realistic novel of the stark living conditions encountered by the poor during the depression period.

THE HOUSE OF THE SEVEN GABLES

Novel by Nathaniel Hawthorne (1804-1864)

The Puritan concept of the consequences of sin being passed on from father to son is examined by Hawthorne in this great American novel. The descendants of Colonel Pyncheon had inherited the curse laid upon the family by Matthew Maule just before his execution as a wizard. When the story opens, Hepzibah Pyncheon has been so reduced in circumstances that she is about to open a shop in her house; she has been forced to rent one wing of the building to Mr. Holgrove, a daguerreotypist. Hepzibah's business venture is a failure until Phoebe Pyncheon, a distant relative, arrives. Phoebe puts the shop on a profitable basis.

The return of Clifford Pyncheon, Hepzibah's brother, from prison where he had been confined for thirty years for the murder of his uncle, Jaffrey, puts an additional strain on the household. He is a crotchety old man who quarrels constantly with his sister.

The death of Judge Pyncheon, another nephew of Jaffrey Pyncheon, in Hepzibah's living room seems to indicate that the old curse is still functioning. However, the similarity between the Judge's death and that of Jaffrey years before indicates that both had died of apoplexy. Clifford is exonerated of the crime for which he had spent so many years in prison.

Holgrove, the photographer, and Phoebe fall in love. He reveals that he is the last living descendant of Matthew Maule. When Phoebe and Holgrove marry, the two families will be united and the curse will be removed from the Pyncheon household.

IT CAN'T HAPPEN HERE

Novel by Sinclair Lewis (1885-1951)

The danger of fascism and dictatorship is ever present.

Even a democratic form of government such as ours may be easily turned into a totalitarian state unless the public is eternally watchful. That is the lesson that Sinclair Lewis teaches in his portrayal of Doremus Jessup's struggle against a totalitarian state established in this country. The editor of a New England newspaper, he resists the tendency to give President Berzelius "Buzz" Windrip dictatorial powers. After imprisonment in a concentration camp, he continues his struggle against fascism in an underground movement.

THE LAST OF THE MOHICANS

Novel by James Fenimore Cooper (1789-1851)

In this novel of the adventures of Cora and Alice Munro during the period of the French and Indian Wars, Cooper presents many memorable characters and events. When Cora and Alice are captured by the Iroquois Indians, Natty Bumpo, a scout, and Uncas, son of the Mohican chieftain, Chingachgook, assist Major Duncan Heyward and David Gamut in attempting to rescue the two girls. After many adventures, Alice Munro is saved, but Cora is killed by a Huron. Uncas, the last of the Mohicans, loses his life in the rescue attempt.

LITTLE WOMEN

Novel by Louisa May Alcott (1832-1888)

This popular story among juveniles traces the lives of the March sisters, Meg, Jo, Beth, and Amy. When Mrs. March heard that her husband, a Civil War army chaplain, was seriously ill, Jo assumed charge of the family. She nursed her sister Beth through a siege of scarlet fever and managed the home capably. As the years passed, the close relationship among the sisters dwindled as Meg married John Brooke, Amy married Laurie, their neighbor, and Beth died. Jo was reconciled to a life as a spinster when Professor Bhaer proposed to her under an umbrella during a rainstorm. Jo and her husband opened a school at Plumfield.

The family was reunited when they celebrated their mother's sixtieth birthday. It was a happy day for all when Mrs. March, surrounded by her children and grandchildren, wished that the happiness they shared at that moment would stay with them for the rest of their days.

MAIN STREET

Novel by Sinclair Lewis (1885-1951)

In this novel which first brought Sinclair Lewis to the attention of serious American readers, the author satirizes the smugness and ugliness of small town life. Carol Kennicott finds life in Gopher Prairie, a typical Midwestern community, drab, uneventful, and uncultured. When she fails to raise the people of the community to her standards, she rebels and leaves her husband for more than a year. However, when Dr. Kennicott, her husband, asks her to return, she does and begins to realize that, with all its drawbacks, Gopher Prairie is where she wants to live.

MOBY DICK

Novel by Herman Melville (1819-1891)

As narrated by Ishmael, a harpooner aboard the sailing vessel, the *Pequod*, this novel presents a vivid picture of the whaling industry during the middle of the nineteenth century. The activities of the crew in hunting down the

schools of sperm whales, the chase in the open boats, and the steps taken in converting the whale blubber into oils and fats are described so vividly that the reader gets an understanding of the enormity of the operations. In addition, the reader meets Captain Ahab of the *Pequod*, a man dominated by the desire to kill Moby Dick, the great white whale. Ahab had lost a leg in a previous encounter with this killer of the seas and had dedicated his life to the extermination of the whale. Despite warnings by his mates and by the masters of whaling vessels they encountered in the Indian Ocean, Ahab relentlessly trailed the whale until they spotted it. When the boats went in pursuit of the whale, Captain Ahab was in the lead boat. Moby Dick upset Ahab's small boat before he could drive his harpoon into the monster. Ahab continued the pursuit the next day, and was able to drive three harpoons into the whale. However, Moby Dick broke away from his attackers after overturning Ahab's small boat. On the third day, the huge whale turned on his attackers and rammed into the *Pequod*, sinking the ship. In this encounter with Moby Dick, Ahab lost his life when he became caught in the rope of his harpoon. Ishmael was the sole survivor.

In addition to a gripping sea story, this novel provides the reader with an allegorical portrayal of man's struggle against the forces of destructive nature.

THE MOON IS DOWN

Novel by John Steinbeck (1902-1968)

The ruthless invasion of small countries by the Nazi armies inspired the writing of this book. Steinbeck shows that the overrun people can be stronger than the invading forces. By quiet, unrelenting resistance, the common people so harass the Nazis that they are made to feel as though they are on the defensive rather than conquerors. Mayor Orden, the gentle leader of the resistance movement, George Corell, the native who turns "Quisling," and Colonel Lanser, the leader of the German forces, are vivid characters. Steinbeck demonstrates his faith in the greatness of the common man.

MUTINY ON THE BOUNTY

Novel by Charles Nordhoff (1887-1947) and James Norman Hall (1887-1951)

In this first novel of a trilogy which includes *Men Against the Sea* and *Pitcairn Island*, the authors trace the events aboard the *Bounty* which led many of the sailors to mutiny against their master, Captain Bligh. When Fletcher Christian, leader of the mutiny, set the loyal crewmen adrift with Captain Bligh in an open boat, seven loyal members were forced to remain on board ship. Among this group were Midshipmen Roger Byam and George Stewart. Upon their return to England, they were arrested and tried for mutiny. They were finally released when proof of their loyalty to Bligh was presented.

OF MICE AND MEN

Novel by John Steinbeck (1902-1968)

The title, taken from Robert Burns's poem *To a Mouse* (see page 79), refers to the disastrous end to the plans of the two principal characters in this melodramatic novel

set in twentieth-century California. Lennie Small, a morose giant, is befriended and protected by George Milton. Lennie is incapable of realizing the consequences of his acts and his great strength. George constantly has to rescue Lennie from the anger of people who are provoked by his stupid behaviour.

We meet Lennie and George after they have run away from Weed to avoid trouble with the residents there because of Lennie's behaviour. George is able to control Lennie by threatening to deprive him of his share of the farm they dream of owning some day. It is Lennie's desire to be able to take care of the rabbits; George's threat to deny him this privilege enables him to control Lennie to some extent. The two men obtain work at a ranch in the Salinas Valley in California. In three days at this ranch, Lennie in his simple-minded way manages to crush the hand of the ranch owner's son and to kill his wife. Lennie runs away to avoid the lynch mob headed by Curley, the ranch owner's son. When George finds Lennie hiding in some bushes, he shoots his friend in order to prevent his falling into the hands of the search party.

THE RED BADGE OF COURAGE

Novel by Stephen Crane (1871-1900)

The realistic treatment of the thoughts and emotions of a raw recruit in his first battles makes *The Red Badge of Courage* an important American novel. Henry Fleming finds army life dull when he first joins the Northern forces during the Civil War. He wonders about his reaction to actual danger but is assured by his two companions, Jim Conklin and Wilson, that he would prove his bravery. When he does experience his first battle, he finds that he is able to fight without feeling afraid. However, when his company retreats when the fighting is renewed by the enemy, he becomes panicky and runs away. At first he tries to justify his fears and behavior but gradually shame forces him to return to his company. When he rejoins his companions, he fights madly until forced to stop by his officers. As he matures into a veteran soldier, he realizes that the battles hold less and less significance for him. He is no longer afraid or proud during an engagement with the enemy.

THE SCARLET LETTER

Novel by Nathaniel Hawthorne (1804-1864)

The Puritan concept of sin is analyzed by Nathaniel Hawthorne in this powerful American novel. The effect of a moral crime upon the three principal characters in this novel is analyzed brilliantly by the novelist. Hester Prynne, condemned to stand on the stock for hours as a warning to others and to wear the letter A on her gown as a punishment for adultery, determinedly refused to name the man who shared her guilt. To the Reverend Arthur Dimmesdale, the man whom she was protecting, the scene was particularly painful. He was torn between the desire to reveal his guilt and his feeling that he would not accomplish anything by so doing. To Roger Chillingworth, who watched Hester stand on the pillory, the knowledge that the wife whom he had not seen for two years had betrayed him caused him to vow vengeance.

Hester, who publicly accepted the punishment of her act, lived to win the respect and love of the community. Dimmesdale, hounded by Chillingworth who suspected the minister and haunted by a sense of guilt, finally confessed his part in the crime and collapsed. He died soon after.

Chillingworth, embittered by the event, was dominated by emotions of anger and a desire for revenge. With the death of Dimmesdale, life had no more meaning for him. He died soon after Dimmesdale's public confession.

TOM SAWYER

Novel by Samuel L. Clemens (Mark Twain, 1835-1910)

In this delightful story of the adventures of a regular boy, Samuel L. Clemens presents memorable characters and events. Tom Sawyer's friendship with Huckleberry Finn, their fear of Injun Joe, his puppy love affair with Becky Thatcher, his cleverness in getting the fence painted—all these are characters and events well known to readers everywhere.

The book abounds in unforgettable scenes and events. No reader will forget the humor of the scene in which Tom and Huck attend their own funeral or the courage displayed by Tom when he and Becky Thatcher are lost in the cave.

THE TURMOIL

Novel by Booth Tarkington (1869-1946)

Because of his sensitive and poetic nature, Bibbs Sheridan is despised by his father and brothers. They fail to understand his lack of interest in the family business. However, after Mr. Sheridan's death, his brothers, Jim and Roscoe, fail in their attempts to manage the plant. Bibbs becomes the savior of the family when he steps in and successfully operates the vast organization left by his father.

TWO YEARS BEFORE THE MAST

Adventure story by Richard Henry Dana, Jr. (1815-1882)

This book gives a vivid account of life aboard sailing vessels during the early part of the nineteenth century. Readers gain an insight into the nature of the work performed by men of the sea during this period. The storms, the stowing of cargo, the cruelty of the captain are all meticulously reported by Mr. Dana. This narrative with its account of the author's activities during the two years he sailed on the *Pilgrim* and the *Alert* gives an intensely interesting picture of a lost phase of American life.

THE YEARLING

Novel by Marjorie Kinnan Rawlings (1896-1954)

When Jody Baxter, a twelve-year-old boy who lives with his parents in the Florida scrub, brings home a fawn and raises it as a pet, his troubles begin. His poverty-stricken parents cannot spare the food the fawn requires but they finally consent to his keeping the animal. The following spring, the deer now grown into a yearling, cannot be restrained. It devours the corn shoots and ruins the crops. Mrs. Baxter, in desperation, shoots the animal. She wounds it and Jody has to kill his pet to end its suffering. Embittered, Jody leaves home, but returns when he realizes his parents' reasons for not wanting to keep Flag, his pet yearling.

OTHER FAMOUS NOVELS BY AMERICAN AUTHORS

ALDRICH, THOMAS BAILEY

The Story of a Bad Boy

BUCK, PEARL S.

Sons; Dragon Seed

CATHER, WILLA

O Pioneers; The Song of the Lark; My Antonia; Death Comes for the Archbishop

COOPER, JAMES FENIMORE

The Leatherstocking Tales; The Spy; The Pilot

DOS PASSOS, JOHN

Manhattan Transfer; Three Soldiers

DREISER, THEODORE

An American Tragedy; The Titan

EDMONDS, WALTER D.

Drums along the Mohawk

ELLISON, RALPH

The Invisible Man

FAULKNER, WILLIAM

The Sound and the Fury; Sanctuary; Intruder in the Dust; Fable

FERBER, EDNA

So Big; Show Boat; Cimarron; Giant

FISHER, DOROTHY CANFIELD

The Bent Twig; Seasoned Timber

FITZGERALD, F. SCOTT

Tender Is the Night; The Great Gatsby

GLASGOW, ELLEN

The Sheltered Life; Vein of Iron

HELLER, JOSEPH

Catch-22

A Connecticut Yankee in King Arthur's Court

HEMINGWAY, EARNEST

Farewell to Arms; For Whom the Bell Tolls; The Old Man and the Sea

HERGSHEIMER, JOSEPH

Java Head

HOBSON, LAURA

Gentlemen's Agreement

HOWELLS, WILLIAM DEAN

A Chance Acquaintance; Rise of Silas Lapham

JAMES, HENRY

The American; Daisy Miller; Portrait of a Lady; Turn of the Screw

LONDON, JACK

The Call of the Wild; The Sea Wolf; Martin Eden

MARK TWAIN (Samuel Clemens)

Huckleberry Finn; The Prince and the Pauper; The Connecticut Yankee in King Arthur's Court

MARQUAND, JOHN P.

The Late George Apley; Point of No Return; Sincerely, Willis Wade

MICHENER, JAMES ALBERT

Tales of the South Pacific; Hawaii; The Source

MORLEY, CHRISTOPHER

Kitty Foyle

NATHAN, ROBERT

Portrait of Jennie; One More Spring

NORRIS, FRANK

The Octopus; The Pit

ROBERTS, KENNETH

Arundel; Rabbel in Arms; Northwest Passage

SALINGER,

The Catcher in the Rye

SAROYAN, WILLIAM

The Human Comedy

SINCLAIR, UPTON

The Jungle

SMITH, BETTY

A Tree Grows in Brooklyn

TARKINGTON, BOOTH

*The Gentleman from Indiana; Monsieur Beaucaire;**Penrod; Seventeen; Alice Adams*

TWIN, MARK

Huckleberry Finn

WHARTON, EDITH

Age of Innocence

WOLFE, THOMAS

Look Homeward, Angel; Of Time and the River

WRIGHT, RICHARD

*Native Son***FAMOUS BRITISH AND AMERICAN NON-FICTION**

ADAMS, HENRY

Mont St. Michel and Chartres (study of medievalism)

ADDAMS, JANE

Twenty Years at Hull House (social service)

ANTIN, MARY

The Promised Land (autobiography of Russian immigrant)

AUDUBON, JOHN JAMES

Birds of America (paintings of birds)

BEEBE, WILLIAM

Jungle Peace (essays by a naturalist);*Arcturus Adventure* (expedition to the Sargasso Sea)

BELLAMY, EDWARD

Looking Backward (Utopia in the year 2000)

BENCHLEY, ROBERT CHARLES

The Treasurer's Report (humorous essays)

BOK, EDWARD

Americanization of Edward Bok (autobiographical)

BROOKS, VAN WYCK

Flowering of New England (literary criticism);*New England Indian Summer* (literary criticism)

BULLFINCH, THOMAS

Age of Fable (classical mythology)

DAY, CLARENCE

Clarence Day Omnibus (humorous sketches)

DE KRUIF, PAUL

Microbe Hunters (biographical accounts of scientists)

DURANT, WILL

Story of Philosophy (philosophy simplified)

EASTMAN, MAX

Enjoyment of Poetry

EISENHOWER, DWIGHT D.

Crusade in Europe (World War II in western Europe)

GARDNER, HELEN

Art through the Ages

HEISER, VICTOR

American Doctor's Odyssey (adventures in forty-five countries)

HEYERDAHL, THOR

Kon-Tiki (adventures on a raft to prove a scientific theory)

JAFKE, BERNARD

Crucibles (men of chemistry)

JAMES, WILL

Lone Cowboy (autobiography)

KELLER, HELEN

Story of My Life

LOWES, JOHN LIVINGSTON

Convention and Revolt in Poetry

MACY, JOHN A.

Spirit of American Literature

MAULDIN, WILLIAM H.

Up Front (cartoons of World War II)

MUIR, JOHN

Mountains of California (naturalist reports on wonders of California)

PAINE, ALBERT BIGELOW

Mark Twain (biography)

PAINE, THOMAS

Common Sense (forerunner of the Declaration of Independence)

PAPASHVILY, GEORGE AND HELEN

Anything Can Happen (A Russian immigrant experiences life in America)

PARKMAN, FRANCIS

The Oregon Trail; Montcalm and Wolfe

PUPIN, MICHAEL

From Immigrant to Inventor (autobiography)

PYLE, ERNIE

Here Is Your War (war correspondence)

RAWLINGS, MARGARET KINNAN

Cross Creek (life in the backwoods of Florida)

RIIS, JACOB

Making of an American (autobiography of reporter devoted to slum clearance and social reform)

ROOSEVELT, THEODORE

The Strenuous Life (essays)

SANDBURG, CARL

Abraham Lincoln

SKINNER, CORNELIA OTIS AND KIMBROUGH, EMILY

Our Hearts Were Young and Gay (humor)

STEVENSON, ROBERT LOUIS

Travels with a Donkey in the Cevennes (account of a walking trip)

THOREAU, HENRY DAVID

Walden (for nature lovers)

TOYNBEE, ARNOLD JOSEPH

Study of History

VAN DOREN, CARL

Benjamin Franklin

VAN LOON, HENRIK WILLEM

Story of Mankind; The Arts

WASHINGTON, BOOKER T.

Up from Slavery (autobiography)

WELLS, HERBERT G.

Outline of History

WOLF, VIRGINIA

Flush, A Biography (the Browning romance as seen by the Barretts' dog)

WOOLLCOTT, ALEXANDER

While Rome Burns (essays, anecdotes, etc.)

ZINSSER, HANS

Rats, Lice and History

THE SHORT STORY

The popularity of the short story as a vehicle of light entertainment has moved this relatively recent addition to the literary scene to the forefront. The magazines, newspaper supplements and anthologies print thousands of short stories annually. Many of them are excellently written, but, because they appear in such ephemeral media, most are forgotten as soon as they are printed. A few really great short stories survive in the anthologies. The scholarship candidate should be acquainted with these.

THE BET

Short story by Anton Chekhov (1860-1904)

A rash bet that a young lawyer would not spend fifteen years in solitary confinement has its effect on the two principals involved in the wager. When the banker, confronted with the possibility of losing the two million involved in this wild bet, realizes that this loss will ruin him, he decides to kill the lawyer who had forced himself to remain imprisoned for years. When the banker enters the cell, he finds a letter in which the lawyer renounces all claims to the money.

The lawyer had learned during his fifteen years of confinement that much of what man holds dear is empty and valueless.

THE NECKLACE

Short story by Guy de Maupassant (1850-1893)

In order to replace a borrowed necklace which she had lost, Mme. Loisel struggled and saved for years. When she had completed paying for the jewelry she had replaced, she discovered that the article she had lost had been "paste" and had been practically worthless.

FOOTFALLS

Short story by Wilbur Daniel Steele (1886-1970)

Boaz Negro, a blind Portuguese cobbler, waited for years to catch the man who had killed his son and set fire to his house. When he recognized the culprit by the sound of his footsteps, he strangled him.

THE DEVIL AND DANIEL WEBSTER

Short story by Stephen Vincent Benet (1898-1943)

Stephen Vincent Benet's short story, *The Devil and Daniel Webster*, has become an American classic. When Jabez Stone, who has sold his soul to the devil, regrets his bargain and wishes to withdraw from the contract, he calls on Daniel Webster for assistance. The great New England statesman agrees to defend Jabez and argue with the devil. When Scratch, as the devil calls himself, refuses to listen to his arguments, Webster demands a trial by an American

jury. The devil produces a jury composed of the worst renegades and cutthroats in American history and the judge who had presided at the Salem witchcraft trials. Daniel Webster convinces this "packed" jury of the justice of his client's case and wins a release from the contract for Jabez Stone.

THE GIFT OF THE MAGI

Short story by O. Henry

(pseudonym of William Sidney Porter 1862-1910)

At Christmas time, no better story to illustrate the spirit of Yuletide than O. Henry's *The Gift of the Magi* can be found. Jim and Della love each other so much that each one is willing to sell his most beloved possession in order to purchase a gift for the other. Della sells her hair in order to buy a watch fob for her husband; Jim sells his watch in order to buy his wife a set of combs for her hair.

THE OUTCASTS OF POKER FLAT

Short story by Bret Harte (1836-1902)

Bret Harte in this bit of "local color" of the pioneer West demonstrates that, even among gamblers, social outcasts, and criminals, a sense of social responsibility exists. The sacrifices made by these outcasts when they are confronted by a catastrophe illustrates the inherent goodness in mankind.

THE AMBITIOUS GUEST

Short story by Nathaniel Hawthorne (1804-1864)

The "ambitious guest" boasts of his plans to make a name for himself. He feels confident that he will succeed in his search for fame. When the occupants of the inn try to escape the avalanche which is rushing down the mountainside, they are buried under tons of stone and rubble. The irony becomes apparent when Hawthorne informs the reader that none of the neighbors is aware of the presence of the "guest." He dies without anyone to mourn his passing.

THE PIT AND THE PENDULUM

Short story by Edgar Allan Poe (1809-1849)

The narrator of this story describes the tortures prepared for him by the Spanish Inquisition: the pit in the middle of the darkened room; the descending pendulum with its razor-sharp edge which would inevitably pass through his heart; the walls heated and contracting so that he would be forced into the pit. The description of the physical and mental torment suffered by the narrator and his cleverness in avoiding the pendulum blade makes this a most memorable tale.

THE CASK OF AMONTILLADO

Short story by Edgar Allan Poe (1809-1849)

Poe's preoccupation with the morbid and sensational is evident in this account of how Fortunato is lured into the wine cellar of his enemy and there chained to a wall. The reader can visualize Fortunato's suffering as his murderer buries him alive behind a brick wall.

QUALITY

Short story by John Galsworthy (1867-1933)

This story introduces a most interesting character. Mr. Gessler, the bootmaker, has a love for his work and a sense

of pride in his product that make him an artist in his chosen field of work. The reader can understand why this bootmaker refused to sacrifice his high ideals and lower his standards in order to compete with modern shoe manufacturers. He can admire his sense of integrity and regret the privations he suffers while maintaining the quality of his work.

THE FRILL

Short story by Pearl S. Buck (1892-1973)

The arrogant attitude displayed by Mrs. Lowe toward the Chinese tailor who had made a dress for her illustrates the injustice in this world. The tailor is forced to put up with Mrs. Lowe's intolerable arrogance because of his extreme need for the few dollars she is paying him for his work.

THE MOST DANGEROUS GAME

Short Story by Richard Connell (1893-)

This story of adventure has become a modern "classic." General Zaroff, whose greatest pleasure in life is hunting, has devised the most exciting of all hunting experiences. He stalks human beings. When Sanger Rainsford is shipwrecked on the general's island, he is compelled to play the game. Rainsford's experiences during the hunt and his final meeting with the general make for very exciting reading.

THE MONKEY'S PAW

Short story by W. W. Jacobs (1863-1943)

This is probably the best of the many stories dealing with the "three wishes" theme. Despite the warnings of their visitor who has brought a monkey's paw, Mr. and Mrs. White decide to take advantage of the supernatural powers of the paw with horrifying results.

A DICTIONARY OF PERSONS AND PLACES IN MYTHOLOGY

Acheron—River in Hades.

Achilles—Most outstanding Greek warrior in the Trojan War. Invulnerable except in heel.

Adonis—Beautiful youth, loved by Venus. After his death, she obtained permission for him to spend six months each year on earth with her.

Aegis—The shield of Jupiter, made by Vulcan.

Aeolus—Son of Neptune; appointed keeper of the winds by Jupiter.

Aesculapius—Son of Apollo. Taught by Chiron, he became a great healer. Pluto, angered at being thwarted, asked Jupiter to kill him.

Agamemnon—Commander-in-chief of the Greek forces at the battle of Troy.

Ajax—Greek warrior in battle of Troy.

Alcestis—Wife of Admetus who was granted eternal life by the gods on condition that he obtain someone to die in his place. Alcestis volunteered. Hercules, seeing Admetus's grief, descended to Hades and brought back Alcestis.

Amazons—A tribe of women warriors in Scythia.

Amen-Ra—Worshiped as king of the gods by the Egyptians.

Anchises—Father of Aeneas.

Andromache—Wife of Hector.

Antigone—Daughter of Oedipus. Sacrificed her life to ensure proper burial for her brother.

Aphrodite—Greek goddess said to have sprung from the foam of the sea. Identified with Roman goddess Venus.

Apollo—Son of Jupiter. God of the sciences and the arts. Gave oracles and enabled other gods and men to foretell the future.

Arachne—A skilled weaver who challenged Minerva. She was changed into a spider.

Ares—Greek god of war. Identified with Roman Mars.

Argonauts—Those who sailed with Jason on the ship *Argo* to obtain the golden fleece.

Argus—Hundred-eyed monster set by Juno to watch Io. Killed by Mercury.

Artemis—Sister of Apollo, goddess of chastity, hunting, and forestry. Identified with Roman goddess Diana.

Astarte—Syrian goddess of love.

Atalanta—Maiden defeated in race by Hippomenes who threw three golden apples in her path to slow her up.

Athena—Greek goddess of wisdom. Identified with Roman Minerva.

Atlas—Condemned by Jupiter to support the earth on his shoulders.

Augean Stables—Cleaned by Hercules as one of his "twelve labors."

Aurora—Goddess of the morning.

Avernus—The infernal regions.

Baal—Chief god of the Phoenicians.

Bacchus—God of wine (Greek name—Dionysus).

Balder—Norse god of peace.

Balmung—Siegfried's sword.

Beelzebub—Syrian deity. Now applied to the chief of evil spirits.

Bellerophon—Prince who rode Pegasus, the winged horse.

Bellona—Goddess of war; sister of Mars.

Boreas—The north wind.

Brahma—Supreme god of the Hindus.

Caduceus—Magic wand carried by Mercury.

Calliope—Muse of epic poetry.

Cassandra—Daughter of Priam; given the power to prophesy the future by Apollo but condemned never to be believed.

Castor and Pollux—Two of the Argonauts who accompanied Jason; twins.

Centaur—A half-horse, half-human monster.

Cerberus—Three-headed watchdog of the lower regions.

Ceres—Goddess of the harvest.

Charon—A god of the lower regions who ferried the dead across the rivers Acheron and Styx.

Charybdis—Dangerous whirlpool encountered by Odysseus.

Circe—Sorceress who changed Odysseus's men to swine.

Clio—Muse of history.

Clytemnestra—Wife of Agamemnon. Killed her husband on his return from Troy.

Comus—God of revelry.

Cressida—Faithless sweetheart of Troilus.

Cronus—Father Time, father of the Olympian gods.

Cupid—God of love.

Cyclopes—One-eyed giants. (Cyclops in singular.)

Daedalus—Inventor who first designed wings for mankind. Flew with his son Icarus.

Demeter—Goddess of the harvest (see Ceres).

Dryads—Wood-nymphs.

Echo—A nymph who was punished by Juno for excessive talking. She lost all power for original speech and could only repeat what others had said.

Electra—Daughter of Agamemnon and Clytemnestra. She avenged her father's death by encouraging her brother Orestes to kill her mother.

Elysium—The Greek paradise.

Endymion—Sleeping youth with whom Diana, the moon-goddess, fell in love.

Erebus—Gloomy passageway to Hades; sometimes synonymous with Hades or Dis.

Eris—Goddess of discord.

Eurydice—Wife of Orpheus. When she died, Orpheus won her release from Hades provided he did not look around until she reached the upper world. He turned his head to see if she was with him and lost her.

Fates—Three sisters who controlled man's destiny: Clotho, birth; Lachesis, length of life; Atropos, death.

Frey—In Norse mythology, the god of fertility and peace.

Freyja—In Norse mythology, Frey's sister, goddess of beauty and love.

Frigga—In Norse mythology, wife of Odin, and queen of the gods.

Ganymede—Cupbearer of the gods.

Gorgons—Three monsters whose heads turned to stone all those who looked at them.

Hebe—Goddess of youth and cupbearer to the gods until her marriage to Hercules.

Hecate—Goddess of the lower regions.

Hector—Outstanding Trojan warrior in battle of Troy. He was killed by Achilles.

Hecuba—Queen of Troy.

Reviewing Art

The questions relating to Art represent approximately 3% of the New York State Scholarship Examination. The following section presents an outline of the history of Art, a glossary of terms frequently encountered in the Art syllabi of secondary schools, and a list of great artists.

The student who did not study more than the required courses in Art, should not attempt to spend undue time learning new facts at the expense of reviewing material in other subject matter areas which are more heavily weighted in the scholarship test. The student of elective Art courses should strive to answer correctly the questions pertaining to Art. He will find this section most valuable for the review.

HISTORY OF ART

I. PREHISTORIC ART

- A. Evidence from walls of caves of Perigord (Pyrenees), Altamira (Spain), Lascaux (France)
 1. Pictures were simple, animated
 2. Color was used to increase realism
- B. Architecture
 1. Man sought to seek protection against weather and enemies
 2. Later with increased intelligence advances were made
- C. Sculpture
 1. Man sought to give solid form to his ideas and feelings
 2. Sculpture developed with advances in architecture
- D. Industrial Art
 1. Man sought to make tools, weapons, utensils and personal ornaments
 2. Man used stone, then clay, and finally metals

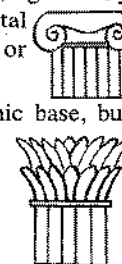
II. ANCIENT ART

- A. Egypt
 1. Egyptians developed a style characterized by majesty, solidity, durability and colossal size (temple ruins at Edfou, Karnak, Abydos and at Thebes)
 2. Egyptians used column and lintel construction
 3. Carved inscriptions and decorative pictorial designs of brilliant color covered the parts of the temples
 4. Stucco with coloring was sometimes laid on the stone surface
 5. Beautiful articles of furniture, jewelry and linen were made
- B. Chaldea and Assyria
 1. Brick was used to build temples

2. Buildings took on the form of stepped pyramid
3. Glazed terra cotta was used
4. Human and animal forms were used in sculpture

C. Greece

1. Produced articles of pottery with perfect proportion and painted decoration
2. Used column and lintel construction
3. Decorated the walls of public buildings with paintings
4. Decorated vases and sculpture with painting
5. Built temples to house the statue of a god. The temple was a single room to which was added another smaller chamber for the safe keeping of government funds or other valuables
6. Characteristics of Greek architecture
 - a. Doric—short and sturdy, tapering toward the top with a slight swelling in the middle called entasis
 - b. Ionic—originated in Asia Minor where the Greeks had colonies; slender, gracefully fluted, with a base; the capital had scroll forms, like curls or rams' horns
 - c. Corinthian—elaborate, with Ionic base, but the capital consisted of an inverted bell overlaid by two rows of alternating acanthus leaves with scrolls supporting the square; flat slab above it
7. Sculpture—representation of human forms in beautiful proportions—Aphrodite, Venus de Milo, Hermes by Praxiteles, Winged Victory



D. Rome

1. Brought together the existing features of architecture
2. Developed portraiture in sculpture—portrait of Caesar Augustus
3. Used the semi-circle and the arch extensively
4. Preferred the Corinthian order, which they combined with the Ionic—called composite style
5. Used brick and concrete for building purposes
6. Built for utility and display—arenas, viaducts, aqueducts, roads, stadia (Pantheon, Colosseum)

III. MEDIEVAL ART

- A. Early Christians used gold, marble, colored glass in decorative mosaic pictures which symbolized the tenets of Christianity; used water-color paintings in books

- B. In the West, early Christian architecture was characterized by brick walls, wooden ceilings and rich mosaic and marble ornaments in the interiors
- C. In the East, it was characterized by large interiors, arched openings and domes
- D. The need for temples with the triumph of Christianity under Constantine, gave rise to the basilica type. The Roman basilica was originally intended for large assemblies
- E. Byzantine architecture
 - 1. The removal of the capital of the Roman Empire to Constantinople (now Istanbul) by Constantine influenced the style
 - 2. Oriental influence—superb use of color
 - 3. Greek influence—carved details
 - 4. Extensive use of domes
- F. Romanesque style
 - 1. Named differently in various countries
 - a. Italy—Tuscan
 - b. France—Romano
 - c. Germany—Rhenish
 - d. England—Norman
 - 2. Characteristics of Romanesque style
 - a. the Roman pier and arch used
 - b. grotesque sculpture added
 - c. towers added
- G. Gothic architecture (gargoyle, spires, finials)
 - 1. Influenced by crusades during which Europeans became acquainted with the pointed arch used by the Arabs
 - 2. Roof was designed to be supported only at given points—flying buttresses. The walls had many multi-colored stained glass windows
 - 3. Cathedrals built were Notre Dame, Chartres, Rheims and Milano

IV. RENAISSANCE ART

- A. Painting
 - 1. Individualism prevailed, and painters attempted to interpret rather than to represent nature realistically; revival of Greek and Roman culture; Humanism
 - 2. The Italians used color successfully
 - 3. Easel painting was begun
- B. Buildings
 - 1. The revival of interest in the learning and art of the past during the fifteenth century affected style in architecture
 - 2. The Roman type of building with the use of the arch and the dome and the use of the Greek columns became the Renaissance style
 - 3. This style spread over Europe and later replaced the Gothic style
- C. Sculpture
 - 1. Renaissance sculpture was an outgrowth of the Gothic style
 - 2. Characteristics: realism, firmness of line, movement

D. The masters

- 1. Giotto—father of painting, use of perspective
- 2. Massacio—atmospheric perspective
- 3. Da Vinci—Last Supper, Mona Lisa
- 4. Michelangelo—sculpture, painting
- 5. Raphael—Madonna of the Chair
- 6. Titian—brilliant colors

V. MODERN ART

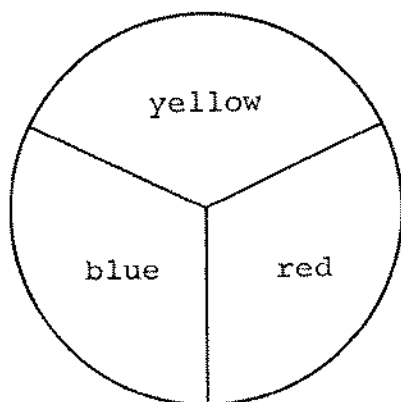
- A. Attention is directed to utility and beauty in buildings; functionalism, form follows function
- B. Intense interest is in the individual
- C. Elimination of superimposed ornamentation
- D. Extensive use of glass, concrete, plastics, steel
- E. Industrial Art
 - 1. Germany—toys
 - 2. Italy—fine glass
 - 3. England—chinaware
 - 4. United States—jewelry, furniture, machines

VOCABULARY

- amphora**—jar with handles used for storage (Greek)
- arabesque**—fanciful ornament with flowing lines, foliage or figures
- arcade**—a series of arches with supports
- basilica**—a public building (Roman); early church resembling the rectangular Roman architecture
- buttress**—a masonry support used in Gothic architecture; pier buttress—of solid masonry; flying buttress—arch or series of arches
- capital**—the upper part of a column, used in Greek, Roman, and Renaissance architecture
- ceramics**—the art of pottery
- chamfer**—to bevel
- chasing**—ornamentation of a metal surface, produced by embossing
- chiton**—Greek tunic
- cloison**—a wire or thin metal strip soldered to a metal base to form cells for holding enamel; used by Benvenuto Cellini
- colonnade**—a series of columns; entrance to St. Peter's, Rome
- colonnnette**—a small column
- cool color**—blues, blue-green, blue-violet
- cramp**—metal device to hold blocks of stone together
- cuneiform**—a system of writing used in Babylonia, Assyria
- dowel**—a pin, wooden or metallic, used to hold together two pieces of material
- emboss**—to ornament the surface of some material with raised work
- facade**—the front of a building
- faience**—glazed earthenware
- filigree**—metallic ornament made of fine wire
- finial**—a knoblike ornament, used at the end of a spire
- flute**—vertical channeling on columns

- genre**—styles dealing with scenes from everyday life, and the life of the common people
- glaze**—vitreous coating applied to the surface of pottery
- gouache**—opaque watercolor
- hieroglyphs**—a system of picture-writing used by the Egyptians
- hue**—name of a color
- keystone**—the central block used in the construction of an arch that holds other stones in position
- kiln**—oven used to harden or to glaze pottery
- lithograph**—design made on stone for the purpose of printing by the use of a greasy pencil
- majolica**—pottery coated with brilliant enamel (Italian)
- medium**—material used by the artist, i.e., metal, wood, enamel, pigment
- monolith**—a large stone block
- montage**—various photographs fitted together to give a single effect or use of different materials superimposed

PRIMARY COLORS



on each other in one composition, i.e., wire mesh, cloth, wood, paint

mosaic—a decoration made of small glass or stone set in cement

patio—open court (Spanish)

perspective—the representation on one plane of distant objects as they appear to the eye

pylon—entrance to an Egyptian temple; a part of the wall structure

repoussé—process of decorating a metal plate by hammering it into a hollow mold of wood

stucco—fine plaster or cement used as a coating on walls

tempera—type of painting on a special panel with pigment made of casein, egg or glue

terra cotta—hard baked clay

value—degree of light (or dark) of a color

volute—a spiral scroll used on Greek Ionic capital

vousoir—a wedge-shaped block used in the construction of an arch

warm color—red, orange and yellow

ART FORM

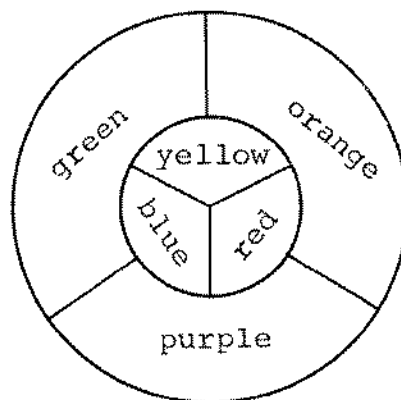
The entire formation of a work of art is referred to as art form. Line, mass, dark-and-light and color are the elements which govern the art structure. Line has direction, force and character. Mass has extent, solidity, shape and surface.

COLOR

Color may be neutral or chromatic. Chromatic color has hue, value, and chroma. *Hue* is the quality that distinguishes one color from another. *Value* is the light or dark quality of a color. In paintings, posters and graphic arts, color schemes can be made effective by having a good balance of dark and light values. A light value of a hue is called a *tint* while the dark value is called a *shade*. *Chroma* is the strength of a color which distinguishes a strong color from a weak one, or a bright color from one that is grayed.

The primary colors are yellow, red and blue. Combinations of any two of these form one of the secondary colors,

SECONDARY COLORS



which is complementary or opposing to the third of the complementary colors. For example, purple which is made up of red and blue is complementary to yellow. Likewise, green which is made up of blue and yellow is opposing to red, and orange which is made up of red and yellow is complementary to blue. Also, combinations of two complementary colors give grey.

Combinations of colors produce a psychological effect. Some colors such as yellow, orange and red are regarded as warm colors. These colors tend to come forward, while the cool colors, the blues, green and violet, tend to recede. Colors are influenced by other colors adjacent to them. In tense colors next to each other tend to vibrate and clash while a color will appear brighter if a neutral color is next to it. A color appears less bright if a brighter color is next to it.

DESIGN

Design is the arrangement in a work of art. The principles of design are rhythm, dominance, balance, proportion and unity. The use of these principles are basically application of the fundamental elements of line, mass, dark-and-light and color. Harmony results from the satisfactory application of these factors.

GREAT ARTISTS

- BARNARD, GEORGE GRAY (1863-1938), American sculptor. "Abraham Lincoln" statues at New York City Public Library.
- BLUME, PETER (1906-), American painter. "The Eternal City"
- BORGLUM, G. (1871-1941), American sculptor. Confederate Memorial on Stone Mountain, Ga.; carved four presidents at Mt. Rushmore.
- BRAQUE, GEORGES (1882-1963), French painter. "The Viaduct of Aix-en-Provence"
- BREUGHEL, PIETER (1525-1569), Dutch genre painter. "The Harvesters"
- BURCHFIELD, CHARLES (1893-1967), American painter. "Civic Improvement"
- CALDER, ALEXANDER (1898-), American sculptor. Highly inventive mobiles. "Lobster Trap," "Changing Mobile"
- CÉZANNE, PAUL (1839-1906). Use of color to create form. Forerunner of modern movement. "The Card-Players"
- CHAGALL, MARC (1887-), Russian painter. "The Promenade"
- CIMABUE, GIOVANNI (1240-1301). One of the earliest painters to break with the Byzantine tradition. Figures more realistic and human. "Madonna in Majesty"
- DALI, SALVADOR (1904-). Contemporary. Surrealist. Shows influence of Freud, paints dreams. "The Persistence of Memory"
- DALLIN, CYRUS EDWIN (1861-1944), American sculptor. "Appeal to the Great Spirit"
- DAVID, JACQUES LOUIS (1748-1825), French painter, classicist. "Coronation of Napoleon I"
- DA VINCI, LEONARDO (1452-1519), Italian painter. "The Last Supper" "Mona Lisa"
- DEGAS, EDGAR (1834-1917), French painter of race-course scenes. Used pastel chalk as a medium. "Dancers Dressing," "Racetrack"
- DURER, ALBRECHT (1471-1528), German painter and graphic artist; religious and portrait subjects. "Self-portrait," "Adam and Eve"
- EL GRECO (1547-1614), Spanish painter; used distortion in figures. "View of Toledo," "The Grand Inquisitor"
- GABO, NAUM (1890-), Russian. Plastics in sculpture, transparency. "Variations in Space"
- GAINSBOROUGH, THOMAS (1727-1788), English painter. "The Blue Boy"
- GAUGUIN, PAUL (1848-1903), French painter. "Three Tahitians"
- GEDDES, NORMAN BEL (1893-1958), American architect and designer for the theatre.
- GIOTTO DI BORDONE (1276-1337), Italian painter, sculptor and architect. "Nativity," "Flight into Egypt"
- GOYA, FRANCISCO (1746-1828), Spanish painter and graphic artist. "Disasters of War," "Mayas on the Balcony"
- HALS, FRANS (1580-1666), Dutch painter. "Jolly Trio," "Laughing Cavalier"
- HOLBEIN, H. (1497-1543), German court painter to Henry VIII. "Dance of Death," "Catherine Howard"
- HOMER, WINSLOW (1836-1910), American painter, chiefly of the sea. "Northeaster"
- INGRES, JEAN (1780-1867), French painter, classicist. "Napoleon Enthroned," "Oedipus and the Sphinx"
- INNESS, GEORGE (1825-1894), American painter of landscape. "Autumn Oaks," "Peace and Plenty"
- JONES, ROBERT EDMOND (1887-1954), American designer for the theatre. "The Green Pastures"
- KANDINSKY, VASILI (1866-1944), Russian abstract painter.
- KENT, ROCKWELL (1882-1971), American illustrator, graphic artist.
- LACHAISE, GASTON (1882-1935), French-American sculptor. "Standing Figure"
- LE CORBUSIER, CHEVALIER (1887-1965), Swiss architect. United Nations Building.
- LIPPOLD, RICHARD (1915-), American sculptor. "New Moon," made of steel wires.
- LIPSHITZ, JACQUES (1891-1973), French. Cubist Abstractionist. "Figure," "Pegasus"
- MACMONNIES, FREDERICK (1863-1937), American sculptor. Brooklyn Memorial Arch. "Nathan Hale"
- MASACCIO, THOMAS (1401-1428), Italian painter of religious themes; atmospheric perspective, feeling of space. "Tribute Money"
- MATISSE, HENRI (1869-1954), French painter, expressionist, known for use of primitive color and bold pattern. "Girl with Green Eyes"
- MICHELANGELO, B. (1475-1564), Italian painter, sculptor and architect. Created supermen in painting and sculpture. Painted ceiling of Sistine Chapel, statue of Moses.
- O'KEEFFE, GEORGIA (1887-), American painter. "White Barns"
- PICASSO, PABLO (1881-1973), Spanish-French painter and sculptor. "Harlequin," "Girl Looking into a Mirror"
- POUSSIN, NICHOLAS (1594-1665), French painter of mythological subjects. "Shepherds of Arcady," "Orpheus and Eurydice"
- RAPHAEL (1483-1520), Italian painter. "Madonna of the Chair"
- REMBRANDT (1606-1669), Dutch painter. Used dramatic lighting by painting parts such as the face and hands in light and the rest of the picture in semi-darkness. "Night Watch," "Man in a Gold Helmet"
- REYNOLDS, JOSHUA (1723-1792), English painter of portraits. "Age of Innocence"
- RUBENS, PETER PAUL (1577-1640), Flemish painter of exuberant, whirling movement; painter of different textures. "Helena Fourment and Her Children"
- RYDER, ALBERT (1847-1917), American painter. "Death at the Race Track"
- SARGENT, JOHN (1856-1925), American painter. "Carmen-cita"

- SEURAT, GEORGES (1859-1891), French painter who used system of dots and color called pointillism. "The Promenade"
- SHAHN, BEN (1898-1969), American painter of human despair. "Red Stairway"
- STUART, GILBERT (1775-1828), American painter. Portrait of George Washington.
- SULLIVAN, LOUIS (1856-1924), American architect, pioneer of modern skyscrapers.
- TITIAN (1477-1576), Venetian painter, used brilliant colors to paint religious and secular subjects. "Concert," "The Tribute Money"
- VAN DYK, ANTHONY (1599-1641), Flemish painter to English Royalty. "James Stuart"
- VAN GOGH, VINCENT (1853-1890), Dutch-French painter, used color and line feverishly with great emotion. "Sunflowers," "Postman"
- VELASQUEZ, DIEGO (1599-1660), Spanish painter. "Maids of Honor"
- VERMEER, JAN (1632-1675), Dutch genre painter. "Young Woman at a Casement Window"
- WHISTLER, JAMES (1834-1903), American painter. Portraits of his mother and of Miss Alexander.
- WOOD, GRANT (1892-1942), American painter, stylized the mid-Western American Scene.
- WRIGHT, FRANK LLOYD (1869-1959), American architect. Johnson Wax Building, Kaufman House, Imperial Palace (Japan)

Art Questions from State Scholarship Examination— Series I

- 1 A type of early furniture having cabriole leg; much-carved, pierced, splat-back chairs; heavy ball-and-claw, bracket foot was designed by
 - 1 Adam
 - 2 Sheraton
 - 3 Hepplewhite
 - 4 Chippendale
 - 5 Duncan Phyfe
- 2 A kind of decoration made up of colored enamels separated by fine metal lines is
 - 1 chiaroscuro
 - 2 Chinese lacquer
 - 3 cloisonné
 - 4 bas relief
 - 5 decalcomania
- 3 Columns decorated with lotus buds and papyrus flowers were used in the temples of the
 - 1 Romans
 - 2 Greeks
 - 3 Babylonians
 - 4 Egyptians
 - 5 Byzantines
- 4 Gothic architecture is known for its
 - 1 height
 - 2 pointed arches
 - 3 round domes
 - 4 low ceilings
 - 5 decorated columns
- 5 American domestic architecture of the late 18th and early 19th centuries was most strongly influenced by the architecture of
 - 1 Rome
 - 2 Elizabethan England
 - 3 France
 - 4 Greece
 - 5 Victorian England
- 6 The architects of today build skyward for
 - 1 safety
 - 2 economy
 - 3 fresh air
 - 4 light
 - 5 beauty
- 7 The distinguished American architect who designed the Imperial Hotel in Tokyo was
 - 1 Charles Bullfinch
 - 2 George Gray Barnard
 - 3 Ralph Adams Cram
 - 4 Frank Lloyd Wright
 - 5 Cass Gilbert
- 8 A great artist who was an inventor and engineer as well as an artist and architect was
 - 1 Titian
 - 2 Tintoretto
 - 3 Correggio
 - 4 da Vinci
 - 5 Corot
- 9 A famous American political cartoonist of the late 19th century was
 - 1 Charles Dana Gibson
 - 2 James McNeill Whistler
 - 3 Stanford White
 - 4 Thomas Nast
 - 5 Frank Currier
- 10 An American artist who specialized in woodcuts was
 - 1 Arthur William Brown
 - 2 Rockwell Kent
 - 3 James Montgomery Flagg
 - 4 Gordon Grant
 - 5 Thomas Hart Benton
- 11 An artist who painted many portraits of George Washington and left his last one unfinished was
 - 1 Sargent
 - 2 Homer
 - 3 Stuart
 - 4 Bellows
 - 5 Inness
- 12 The decorations in the Sistine Chapel of the Vatican are the work of
 - 1 Giotto
 - 2 Michelangelo
 - 3 Raphael
 - 4 Botticelli
 - 5 del Sarto
- 13 The famous statue of which the head is lost is
 - 1 Athena Parthenos
 - 2 Diana of Versailles
 - 3 Hermes of Praxiteles
 - 4 Venus de Milo
 - 5 Victory of Samothrace
- 14 A famous artist who proved that many shades of blue could be used together harmoniously was
 - 1 Reynolds
 - 2 Gainsborough
 - 3 Turner
 - 4 Burne-Jones
 - 5 Romney
- 15 Show card colors belong to the class of painting materials called
 - 1 tempera
 - 2 oils
 - 3 pastels
 - 4 lacquers
 - 5 transparent water colors
- 16 The color harmony formed by adjacent colors in the color wheel is known as
 - 1 complementary
 - 2 triadic
 - 3 analogous
 - 4 monochromatic
 - 5 sliding
- 17 For greatest effectiveness, the letters on a two-color sign at a street intersection should be
 - 1 green against a red background
 - 2 yellow against a blue background

Reviewing Music

The questions relating to Music represent approximately 3% of the New York State Scholarship Examination. The following section presents the important facts, names and terms to guide the study in this field. The student with an extensive music background should use this section to review and organize the subject matter in order to earn as much credit as possible on these questions. However, the student with little or no musical training should not attempt to spend a great deal of time to learn these facts at the expense of reviewing material in other subject fields which are more heavily weighted in the scholarship test.

Current events in music should be studied. For example, one should be familiar with names of outstanding singers, pianists, violinists, symphony orchestras and popular radio and television programs.

It is well to review the words of "Star-Spangled Banner" (Francis Scott Key) and "America" (John S. Smith) as well as those of such popular Christmas carols as "Silent Night," "Joy to the World," "O Little Town of Bethlehem," "O Come All Ye Faithful," and "The First Noel."

HISTORY OF MUSIC

I. ANCIENT PERIOD

- A. Early use in religious rituals, mystic ceremonies, festivals
- B. Egyptians developed the harp and the lyre
- C. Hebrews used music in rituals, chants, antiphonal
- D. Greeks used music in the tragedy; Pythagoras studied ratios in sounds

II. THE CHRISTIAN ERA (200 A.D. to 1300)

- A. St. Ambrose recorded music using a system where musical notes took the form of alphabetical letters
- B. Guido d'Arrezzo recorded music on parchment using the four line staff
- C. Development of Secular Monody
 1. Latin songs used by the jongleurs
 2. French troubadours
 3. German Minnesingers and meistersingers
 4. English—Henry Purcell

III. THE POLYPHONIC PERIOD

- A. Ars Antiqua, music of the 12th and 13th centuries; melodic and rhythmic independence
- B. Use of the motet, a religious form
- C. Ars Nova, 14th century; time of Chaucer, dual papacy and predominance of secular music; beginning of the use of the madrigal
- D. The Fifteenth Century
 1. The shift to the Netherlands
 2. Important composers: Dufay, Binchois, Dunstable

3. The Flemish School—foundation in style and form for the sacred vocal polyphony
- E. The Golden Age of Polyphony—16th century
 1. Flemish School—Josquin de Pris, Orlandus de Lassus, Phillippe de Monte, Clemens non Papa
 2. Italian—Palestrina
 3. Spanish—Victoria
 4. Venetian—the Gabriellis
 5. English—Byrd, Gibbons
 6. Reformation Music—Martin Luther; simplification of music for the Church

IV. THE BAROQUE ERA (1600-1750)

- A. J. S. Bach—used the tempered scale
- B. C. Monteverdi—first opera and overture
- C. G. F. Handel—operas, oratorios (The Messiah), melodic and harmonic effects, popular appeal

V. THE CLASSICAL ERA (1750-1825)

- A. J. Haydn—founder of the monophonic style
- B. W. A. Mozart—600 works—vocal, orchestral, chamber and keyboard; had great influence on Haydn and Beethoven

VI. THE ROMANTIC ERA (1820-1875)

- A. Influenced by the romantic movement in German literature
- B. The Masters—Beethoven (symphony), Schubert (art song), Berlioz (music to interpret a story), Mendelssohn (romantic), Chopin (piano), Schumann (romantic), Liszt (piano), Wagner (music drama), Brahms (symphony), Tchaikowsky (symphony), Dvorak, Rimsky-Korsakov, Mousorgsky

VII. POST-ROMANTIC ERA

- A. Neo-Romanticism—Mahler, Bruckner, R. Strauss, Sibelius
- B. Impressionism—Debussy, Ravel, Scriabini, Griffia
- C. Expressionism—Schonberg, Webern, Krenick, Berg
- D. Neo-classicism—Stravinsky, Prokofieff

VOCABULARY

- a cappella**—unaccompanied music
- adagio**—slow tempo
- allegro**—rapid tempo; brisk, lively style
- alto**—voice next above the tenor
- andante**—moderate tempo
- anthem**—a detached choral piece
- arco**—in string playing, return to normal use of bow after plucking or striking strings with back of bow

aria—melody for a single voice with an accompaniment

beats—pulsating sound when two tones of different tones are sounded together but are not perfectly in tune

cadenza—usually at or near the end of a song or aria to show technical dexterity of soloist

cantata—short oratorio, choral ballad, unacted operetta; a piece to be sung as compared with a sonata, a piece that is to be played

chanson—song or ballad for single voice with a refrain

chord—any simultaneous sounding of two or more tones of different pitch

coloratura—decorative effects like trills and graces in vocal music; a singer who is expert in these devices; high soprano

concerto—an elaborate work for a solo instrument with orchestra

da capo—to denote that a passage is to be repeated

elegy—composition of pathetic or mournful character

epic—musical or literary passage or work in which the heroic character is developed as a narrative without the action or plot of a drama

étude—instrumental piece designed to illustrate a problem in the technique of an instrument

fine—the end of a repeated section or of a composition of several movements

flat—sign denoting that the pitch is lowered $\frac{1}{2}$ step

fortissimo—very loud

fugue—a strict polyphonic form consisting of one or more themes called subject and answer, all of which participate to produce a total effect

intermezzo—a short instrumental selection; a musical play with its acts woven between the acts of a serious opera

intonation—melodic shift of pitch; fixed intonation as in the piano where the player cannot change the pitch of the tone; free intonation as in violin where the player, by tuning, can vary the pitch

libretto—literary text of an extended vocal composition

madrigal—musical setting of a lyrical poem, usually without an accompaniment

mezzo—a prefix to denote medium or moderate

monotone—single tone without variation in pitch

motif—a subject or theme for development or treatment

nuance—a progressive variation of tempo and/or loudness to bring out beauty or meaning

opera—a drama set to music

operetta—a light, amusing stage-play with spoken dialogue and songs

oratorio—complex vocal work, usually religious or of heroic nature utilizing soloists, chorus, organ and orchestra without action or scenery

overture—orchestral prelude to an opera

pizzicato—plucking the string of a musical instrument

reprise—to denote that a passage or section is to be repeated

scherzo—humorous in character; a form of dance

sonata—a composition in several movements in contrasting moods and keys

soprano—highest variety of the female voice

spiccato—distinct tones produced by short, abrupt motions of the bow in string playing

tenor—highest variety of adult male voice

TERMS USED TO DENOTE PERFORMANCE

I. TEMPO—SPEED OF PERFORMANCE

| <i>Fast</i> | <i>Medium</i> | <i>Slow</i> |
|-------------|---------------|-------------|
| allegro | andante | largo |
| vivace | moderato | adagio |
| presto | | lento |

II. CHANGE IN TEMPO

accelerando—quickenning of pace
allargando—slackening of pace
ritard (ritardando)—gradually slower
rubato—loose, irregular treatment of rhythm

III. ATTACK AND PHRASING

buffo—comic, droll
cantabile—flowing with marked melody
dolce—softly, sweetly
legato—full time value given to notes
sforzando—emphatic loudness
staccato—cutting off time value to produce a detached effect

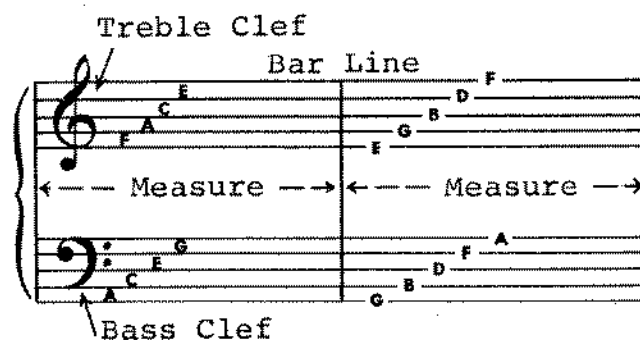
IV. DYNAMICS AND VOLUME

crescendo—steady increase in loudness
decrescendo (diminuendo)—steady decrease in loudness
forte—loud
mezzo forte—louder
fortissimo—very loud (superlative)
piano—soft
mezzo piano—softer
pianissimo—very soft (superlative)

MUSIC NOTATION

I. LINES AND SPACES INDICATE PITCH

A. Treble or G clef
Lines e g b d f
Spaces f a c e



B. Bass or F clef
Lines g b d f a
Spaces a c e g

II. NOTE VALUES INDICATE DURATION

A Sixteenth Note



An Eighth Note



A Quarter Note



A Half Note



A Dotted Half Note

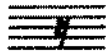


A Whole Note



III. RESTS INDICATE SILENCE

A Sixteenth Rest



An Eighth Rest



A Quarter Rest



A Half Rest



A Whole Rest



MUSICAL ACOUSTICS

I. Tone is sound with periodic and sustained vibrations as compared with noise. Tones may be compared in

A. Pitch—depends on the rate of the tone-producing vibrations measured by vibrations per second or by some musical nomenclature such as "middle C" (256-264 v.p.s.) or "standard A" (440 v.p.s.)

B. Quality (Timbre)—depends on the form of the tone-producing vibrations. The general tone and timbre is made complex by the superimposition of two or more vibrations

C. Loudness—depends on the amplitude of the tone-producing vibrations described by such terms as: forte, piano, crescendo, etc.

D. Duration—is a counterpart of tone. The meter is made of plans of duration known as beats, measures, phrases or sections

II. Tones are used to form melody and harmony.

A. The aesthetic experience is gained through the recognition of tone-relationship

B. The simpler the numerical ratio between the vibration-numbers of the two tones, the closer is their tone-relationship

C. Ratio of 1:1 signifies unison; that of an octave is expressed as 1:2

D. Discords or dissonances give a sound which is unpleasant to the ear; have ratios of 7 or more

III. Classification of Musical Instruments

Strings—violin, viola, 'cello, bass viol

Woodwind—flute, piccolo (small flute), clarinet, bass

clarinet, oboe, English horn (alto oboe), bassoon, contrabassoon (bass of bassoon)

Brass—trumpet, cornet, trombone, tuba, French horn
Percussion

(a) Definite Pitch—timpani, xylophone, glockenspiel, piano, celeste

(b) Indefinite Pitch—cymbal, bass drum, snare drum, tam-tam, tambourine, castanets

Note: The saxophone family is a combination of the woodwind and brass.

OPERAS FREQUENTLY PLAYED TODAY

AMERICAN

Gershwin—Porgy and Bess

Menotti—Consul, The Medium, Amelia Goes to Ball

FRENCH

Bizet—Carmen

Gounod—Romeo and Juliet, Faust

Massenet—Manon, Thaïs

Saint-Saëns—Samson and Delilah

Thomas, Charles L.—Mignon

GERMAN

Beethoven—Fidelio

Flotow—Martha

Humperdinck—Hansel and Gretel

Mozart—Magic Flute, Marriage of Figaro

Offenbach—Tales of Hoffman

Wagner—Flying Dutchman, Götterdämmerung, Lohengrin, Meistersinger, Rheingold, Siegfried, Tannhäuser, Tristan and Isolde, Walküre

ITALIAN

Bellini—Norma

Donizetti—Lucia di Lammermoore

Leoncavallo—Pagliacci

Mascagni—Cavalleria Rusticana

Puccini—La Bohème, Madame Butterfly, Manon Lescaut, La Tosca

Rossini—Barber of Seville, William Tell

Verdi—Aida, Forza del Destino, Masked Ball, Otello, Rigoletto, La Traviata, Il Trovatore

Questions on Music from State Scholarship Examination—Series I

1 Which of the following is NOT a famous conductor?

- | | |
|-------------------------|-------------------|
| 1 Zubin Mehta | 3 Seijo Ozawa |
| 2 Michael Tilson Thomas | 4 Efrem Zimbalist |
| 5 Bruno Walter | |

2 Which of these songs was NOT written by Stephen Foster?

- 1 Old Folks at Home
- 2 Carry Me Back to Old Virginny
- 3 O Susanna
- 4 Old Black Joe
- 5 My Old Kentucky Home