



## TEXT 1

### **My Life**

By Helen Keller

"The best and the most beautiful things in the world cannot be touched – they must be felt with the heart."

I had known the key to all language, and I was eager to learn to use it. Children who hear acquire language without any particular effort; the words that fall from other's lips they catch on the wing, as it were delightedly, while the little deaf child must trap them by a slow and often painful process. But whatever the process, the result is wonderful. Gradually, from naming an object we advance step by step until we have traversed the vast distance between our first stammered syllable and the sweep of thought in a line of Shakespeare.

At first, when my teacher told me about a new thing I asked very few questions. My ideas were vague, and my vocabulary was inadequate; but as my knowledge of things grew, and I learned more and more words, my field of inquiry broadened, and I would return again and again to the same subject, eager for further information. Sometimes a new word revived an image that some earlier experience had engraved on my brain.

I remember the morning that I first asked the meaning of the word "love". This was before I knew many words. I had found a few early violets in the garden and brought them to my teacher. She tried to kiss me; but at that time I did not like to have any one kiss me except my mother. Miss Sullivan put her arm gently round me and spelled into my hand, "I love Helen".

"What is Love? I asked.

She drew me closer to her and said, "It is here", pointing to my heart, whose beats I was conscious of the first time. Her words puzzled me very much because I did not then understand anything unless I touched it.

I smelled the violets in her hand and asked, half in words, half in signs, a question which meant, "Is love the sweetness of flowers?"

"No," said my teacher.

Again I thought. The warm sun was shining on us.

"Is this not love?" I asked, pointing in the direction from which the heat came. "Is this not love?"

It seemed to me that there could be nothing more beautiful than the sun, whose warmth makes all things grow. But Miss Sullivan shook her head, and I was greatly puzzled and disappointed. I thought it strange that my teacher could not show me love.

A day or two afterwards I was stringing beads of different sizes in symmetrical groups – two large beads, three small ones, and so on. I had made many mistakes, and Miss Sullivan had pointed them out again and again with gentle patience. Finally I noticed a very obvious error in the sequence and for an instant I concentrated my attention on the lesson and tried to think how I should have arranged the beads. Miss Sullivan touched my forehead and spelled with decided emphasis, "Think".



In a flash I knew that the word was the name of the process that was going on in my head. This was my first conscious perception of an abstract idea.

For a long time I was still – I was not thinking of the beads in my lap, but trying to find a meaning for "love" in the light of this new idea. The sun had been under a cloud all day, and there had been brief showers; but suddenly the sun broke forth in all its southern splendour.

Again, I asked my teacher, "Is this not love?"

"Love is something like the clouds that were in the sky before the sun came out," she replied. Then in simpler words than these, which at that time I could not have understood, she explained: "You cannot touch the clouds, you know; but you feel the rain and know how glad the flowers and the thirsty earth are to have it after a hot day. You cannot touch love either, but you feel the sweetness that it pours into everything. Without love you would not be happy or want to play."



## TEXT 2

### Generation Diva NEWSWEEK

How our obsession with beauty is changing our kids.

There's a scene in "Toddlers & Tiaras," the TLC reality series, where 2-year-old Marleigh is perched in front of a mirror, smothering her face with blush and lipstick. She giggles as her mother attempts to hold the squealing toddler still, lathering her legs with self-tanner. "Marleigh loves to get tan," her mom says, as the girl presses her face against the mirror.

Marleigh is one of many pageant girls on the show, egged on by obsessive mothers who train their tots to strut and swagger, flip their hair and pout their lips. I watch, mesmerized by the freakishness of it all, but wonder how different Marleigh is from average girls all across America. On a recent Sunday in Brooklyn, I stumble into a spa that brands itself for the 0 to 12 set, full of tweens getting facialed and glossed, hands and feet outstretched for manis and pedis. "The girls just love it," says Daria Einhorn, the 21-year-old spa owner, who was inspired by watching her 5-year-old niece play with toy beauty kits.

Sounds extreme? Maybe. But this, my friends, is the new normal: a generation that primps and dyes and pulls and shapes, younger and with more vigor. Girls today are salon vets before they enter elementary school. Forget having mom trim your bangs, fourth graders are in the market for lush \$50 haircuts; by the time they hit high school, \$150 highlights are standard. Five-year-olds have spa days and pedicure parties. And instead of shaving their legs the old-fashioned way—with a 99-cent drugstore razor—teens get laser hair removal, the most common cosmetic procedure of that age group. If these trends continue, by the time your tween hits the Botox years, she'll have spent thousands on the beauty treatments once reserved for the "Beverly Hills, 90210" set, not junior highs in Madison, Wis.

Reared on reality TV and celebrity makeovers, girls as young as Marleigh are using beauty products earlier, spending more and still feeling worse about themselves. Four years ago, a survey by the NPD Group showed that, on average, women began using beauty products at 17. Today, the average is 13—and that's got to be an overstatement. According to market-research firm Experian, 43 percent of 6- to 9-year-olds are already using lipstick or lip gloss; 38 percent use hairstyling products; and 12 percent use other cosmetics. And the level of interest is making the girls of "Toddlers & Tiaras" look ordinary. "My daughter is 8, and she's like, so into this stuff it's unbelievable," says Anna Solomon, a Brooklyn social worker. "From the clothes to the hair to the nails, school is like No. 10 on the list of priorities."

Much has been made of the oversexualization of today's tweens. But what hasn't been discussed is what we might call their "diva-ization"—before they even hit the tween years. Consider this: according to a NEWSWEEK examination of the most common beauty trends, by the time your 10-year-old is 50, she'll have spent nearly \$300,000 on just her hair and face. It's not that women haven't always been slaves to their appearance; as Yeats wrote, "To be born woman is to know ... that we must labour to be beautiful." But today's girls are getting caught up in the beauty maintenance game at ages when they should be learning how to read—and long before their beauty needs enhancing. Twenty years ago, a second grader might have played clumsily with her mother's lipstick, but she probably didn't insist on carrying her own lip gloss to school.

New Methods, Old Message

Why are this generation's standards different? To start, this is a group that's grown up on pop culture that screams, again and again, that everything, everything, is a candidate for upgrading. These girls are maturing in an age when older women are taking ever more extreme measures, from Botox to liposuction, to stay sexually competitive. They've watched bodies transformed on "Extreme Makeover"; faces taken apart and pieced back together on "I Want a Famous Face." They compare themselves to the overly airbrushed models in celebrity and women's magazines, and learn about makeup from the girls of "Toddlers & Tiaras," or the show's WEtv competitor, "Little Miss Perfect." And while we might make fun of the spoiled teens on MTV's "My Super Sweet 16," these shows raise the bar for what's considered over the top.

A combination of new technology and the Web, is responsible—at least in part—for this transformation in attitudes. Ads for the latest fashions, makeup tips and grooming products are circulated with a speed and fury unique to this millennium—on millions of ads, message boards and Facebook pages. Digital cameras come complete with retouching options, and anyone can learn how to use Photoshop to blend and tighten and thin. It's been estimated that girls 11 to 14 are subjected to some 500 advertisements a day—the majority of them nipped, tucked and airbrushed to perfection. And, according to a University of Minnesota study, staring at those airbrushed images from just one to three minutes can have a negative impact on girls' self-esteem. "None of this existed when I was growing up, and now it's just like, in your face," says Solomon, 30. "Kids aren't exempt just because they're young."

...impossible standards have become ubiquitous, can a person ever be satisfied with the way they look? In Susie Orbach's new book, "Bodies," the former therapist to Princess Diana argues that good looks and peak fitness are no longer a biological gift, but a ceaseless pursuit. And obsession at an early age, she says, fosters a belief that these are essential components of who we are—not, as she puts it, "lovely add-ons." "It primes little girls to think they should diet and dream about the cosmetic-surgery options available to them, and it makes body the primary place for self-identity."

The body, of course, cannot carry the weight of that—and these days, body dissatisfaction begins in grammar school. According to a 2004 study by the Dove Real Beauty campaign, 42 percent of first- to third-grade girls want to be thinner, while 81 percent of 10-year-olds are afraid of getting fat. "When you have tweens putting on firming cream"—as was revealed by 1 percent of girls in an NPD study—"it's clear they're looking for imaginary flaws," says Harvard psychologist Nancy Etcoff.

Which can lead to very real consequences—and a hefty debt. A lifetime of manis and pedis could cover four years at a public university; hair and face treatments would pay for a private college. "I think it's a very interesting time for girls, in that what we all grew up believing—that you have to play the hand you're dealt—is no longer true," says screenwriter Nora Ephron, who has written often on women and beauty. "In some sense, you really can go out and buy yourself a better face and a different body."

If tweens can be convinced they need to spend to perfect their already youthful skin, it's hard to imagine what they'll believe at 40. And with all the time they'll spend thinking about it, it's even harder to imagine all they're missing along the way.

*With Aku Ammah-Tagoe © 2009*



### TEXT 3

#### **WATCH: Israeli musician uses YouTube to create new music**

By Ben Shalev

Thru You, the Internet music project by musician-producer Ophir Kutiel (Kutiman), which has chalked up millions of views on YouTube since it was posted about a month ago, is genuinely brilliant: an astonishingly simple idea that has given rise to a wonderful work of art. From his home studio, using a computer and relatively simple electronic equipment, Kutiel has created a cultural intersection that gathers together, in a completely incidental manner - and lots of groove - serious issues of identity and technology. The doctoral dissertations in sociology are already in the works.

How come nobody thought of it before? That's the first question that Thru You raises. But there you go, no one did. Kutiel, 27, is the first to have conceived of trawling the endless ocean of YouTube, fishing out of it more than 100 homemade music video clips of vocals or a single instrument and then editing them into seven videos. Each video is a kind of orchestra of individuals, a symphony of the anonymous. The bass player who looks like George Costanza from "Seinfeld" does not know the black girl who has heard too much Rihanna, but thanks to Kutiman they are making moving music together. And this is just one of many examples.

The connection among all these unknown people provokes two contrasting feelings. On the one hand, it is moving, because it rescues the lonely from the isolation of their wretched room - which of course is no different from that of their online audience - and makes them part of something larger. On the other hand, it further underscores their anonymity and its irredeemability.

The "stars" of Thru You don't just sing and play instruments: They bare their souls. The young mother with the baby in her lap singing "One day I will find my soul, there must be one for me too," a different black girl who sings "I'm New" and a white boy who delivers an impassioned speech in favor of the legalization of cannabis in a perfect Jamaican accent, because that is how he feels, Jamaican, even though his appearance place his origins in Germany or Sweden or the United States.

Thru You of course touches upon the seamy side of reality shows in its various manifestations and in its modest way it even offers a momentary remedy for it. The clips recorded in bedrooms are reminiscent of "Big Brother" as well as of questionable Internet video diaries, but the participants in Thru You are not turned into animals and they don't strip. Their desire to be heard and to become famous is reminiscent of "American Idol" and its Israeli clone, "Kochav Nolad," but their way of expressing themselves is different from that of the young contestants on these shows. They are not making saccharine dramas out of nothing, they are not faking emotions and they are not trying to sound larger than life. Most of the young female singers who appear in Thru You are far more reminiscent of spaced-out young English trip-hop singers than of Celine Dion. Not that there is a dearth of young women on YouTube who are trying to sound like Celine Dion. They simply don't interest Kutiel.



Another interesting thing about "Thru You" is the way it combines the two greatest revolutions in music in recent years. The first is that of sampling. "Thru You," like innumerable albums from the past 20 years, is a collage of cut-and-paste. This technique has pretty much worn itself out in the past few years, and now Kutiel has come along and grafted it to a newer revolution, the Internet revolution, and has made it newly fresh and vital.

Alongside its conceptual depth, Thru You is also an excellent musical creation - haute couture from simple scraps of fabric. It is true that funk rhythms, which serve as the foundation for most of the clips, are characterized by the fact that whatever you lay on top of them sounds good, but nevertheless one cannot but marvel at Kutiel's engineering of the clips. This is a technical achievement, but it is primarily an aesthetic achievement.

Even though Kutiel himself did not play a single note in Thru You, it is very reminiscent of his debut album, and particularly of its fascinating combination of a tight and focused soul groove and a hallucinatory, psychedelic aspect. The groove expresses joy and freedom; the psychedelia adds a significant dose of melancholy. This is a perfect soundtrack for a work like Thru You, which presents the basic human longing to sing and to make music, with its beauty and its pain.



## TEXT 4

### **Shakespeare's Sister**

By Virginia Woolf

I thought of that old gentleman, who is dead now, but was a bishop, I think, who declared that it was impossible for any woman, past, present, or to come, to have the genius of Shakespeare.

... I could not help thinking, as I looked at the works of Shakespeare on the shelf, that the bishop was right... it would have been impossible, completely and entirely, for any woman to have written the plays of Shakespeare in the age of Shakespeare. Let me imagine, since facts are so hard to come by, what would have happened had Shakespeare had a wonderfully gifted sister, called Judith, let us say.

Shakespeare himself went, very probably – his mother was an heirless – to the grammar school, where he may have learnt Latin – Ovid, Virgil and Horace – and the elements of grammar and logic. He was, it is well known, a wild boy who poached rabbits, perhaps shot a deer, and had rather sooner than he should have done, to marry a woman in the neighbourhood, who bore him a child rather quicker than was right. That escapade sent him to seek his fortune in London.

He had, it seemed, a taste for the theatre; he began by holding horses at the stage door. Very soon he got work in the theatre, became a successful actor, and lived at the hub of the universe, meeting everybody, knowing everybody, practicing his art on the boards, exercising his wits in the streets, and even getting access to the palace of the queen.

Meanwhile his extraordinarily gifted sister, let us suppose, remained at home. She was as adventurous, as imaginative, as eager to see the world as he was. But she was not sent to school. She had no chance of learning grammar and logic, let alone of reading Horace and Virgil. She picked up a book now and then, one of her brother's perhaps, and read a few pages. But then her parents came in and told her to mend the stockings or mind the stew and not moon about with books and papers.

They would have spoken sharply but kindly, for they were substantial people who knew the conditions of life for a woman and loved their daughter – indeed, more likely than not she was the apple of her father's eye. Perhaps she scribbled some pages in an apple loft on the sly, but was careful to hide them or set fire to them.

Soon, however, before she was out of her teens, she was to be betrothed to the son of a neighbouring wool – stapler. She cried out that marriage was hateful to her, and for that she was severely beaten by her father. Then he ceased to scold her. He begged her instead not to hurt him, not to shame him in this matter of her marriage. He would give her a chain of beads or a fine petticoat, he said; and there were tears in his eyes. How could she disobey him? How could she break his heart? The force of her own gift alone drove her to it. She made up a small parcel of her belongings, let herself down by a rope one summer's night and took the road to London.



She was not seventeen. The birds that sang in the hedge were not more musical than she was. She had the quickest fancy, a gift like her brother's, for the tune of words. Like him, she had a taste of the theatre. She stood at the stage door; she wanted to act, she said. Men laughed in her face. The manager – a fat, loose-lipped man – guffawed. He bellowed something about poodles dancing and women acting – no woman, he said, could possibly be an actress. He hinted – you can imagine what. She could get no training in her craft. Could she even seek her dinner in a tavern or roam the streets at midnight?

Yet her genius was for fiction and lusted to feed abundantly upon the lives of men and women and the study of their ways. At last – for she was very young, oddly like Shakespeare the poet in her face, with the same grey eyes and rounded brows – at last Nick Greene the actor manager took pity on her; she found herself with child by that gentleman and so – who shall measure the heat and violence of the poet's heart when caught and tangled in a woman's body? – killed herself one winter's night and lies buried at some cross-roads where the omnibuses now stop outside the Elephant and Castle.





## TEXT 4

### Global Change

Most of the isolated peoples that anthropologists studied around the world in past generations are now in dismal situations. Small indigenous societies have suffered as a consequence of the spread of western culture over the last century. Some of these peoples have died out, while most are in terminal phases of the stressful process of rapid acculturation. This radical, often painful culture change is occurring mostly in underdeveloped nations today. These countries have persistent low levels of living that can be linked historically to the manner of their integration into the world economic system. They usually provide cheap raw materials and labor. Their natural and human resources are bought cheaply by rich nations and transnational corporations.

It is quite clear that small indigenous societies have not been the only ones experiencing rapid, dramatic culture change over the last century. People in all societies have faced unprecedented changes in their lives. There has been a globalization of economies so that the entire world is now economically tied together by complex webs of interdependence. Most manufactured items that we buy have components produced in several countries on different continents. Fresh produce in our supermarkets often was grown elsewhere, especially in the winter. Corporations regularly outsource their tech support and other phone based services to India. Manufacturing jobs also progressively move to China, Bangladesh, Sri Lanka, and other nations where labor is comparatively cheap. In a very real sense, geographical barriers are things of the past. Distances do not matter any more for communication and business. When there is a stock market collapse in Asia, Europe, or North America, it reverberates throughout the rest of the world within a day. Regional economic independence no longer exists. Economic wealth also has progressively shifted from nations to transnational corporations. At the present time, 51 of the 100 biggest economies in the world are corporations. More than 20 million Americans now work for major transnational corporations, often in other countries.

The rate of globalization has been accelerating over the last decade. Contributing factors in making the world a smaller place have been the spread of Internet and email access as well as massive levels of international travel. Every year, approximately 8 million Americans travel to other countries on business trips and 19 million visit other parts of the world as tourists. Frequent international travel is by no means limited to Americans. It has become common for people in the industrialized regions of the world. However, the majority of those living in underdeveloped nations do not travel internationally nor do they have Internet access. Over half of all North Americans are using the Internet, but only 1% of the people in Africa and the Middle East have it available to them. However, images, values, and tastes from the Western World are now flooding virtually all nations via television, movies, print advertising, and commercial products.

We are living in a time of a continuously accelerating knowledge revolution. This has resulted in shorter time periods between major impacting technological inventions. In less than a single lifetime, jet aircraft, televisions, transistor radios, hand held calculators, cellular phones, computers, the Internet, and iPods have appeared and radically changed our lives. Rapid, inexpensive global communication and travel are a reality. On the down side, information overdose is now a common problem. People in developed nations have 24 hour access to news and entertainment in many forms and vast databases of information are as close as the nearest computer with Internet access.



Driving all of these global changes has been a dramatic increase in the size of the human population. Our numbers have doubled over the last 4 decades. However, only 5% of that growth has occurred in the developed nations. Because the underdeveloped nations in Africa, Asia, and Latin America are generating nearly all of the population growth, we will have added the equivalent of 3 more impoverished sub-Saharan Africas to the world within a quarter of a century.

However, the overall world growth rate is now declining, especially in the developed nations. Birth rates generally are down, but life spans are longer. Consequentially, the elderly are the fastest growing age group worldwide, even in many of the poorer nations. Those 65 and older are likely to increase in numbers twice as fast as the population as a whole at least until 2020. One result of this change will be an increasing financial burden on younger working people to pay for the pensions and medical costs of the expanding elderly group. The graying of the population is most pronounced now in Europe and Japan. Italy has the unenviable record of being the first nation to reach the point at which there are more people over 60 than under 20 years old. Spain, Germany, and Greece will shortly achieve this ratio also. In the United States, similar trends are being statistically masked by an enormous immigration of young people from Latin America.

In some regions, however, the trend is just the opposite. For instance, Nigeria's continued high birth rate will likely result in a doubling of its population over the next quarter century. While the highest projected growth rates are in Africa, the biggest population increases will be in the developing nations of Asia.

Accompanying the dramatic growth in population has been a massive immigration into the richer nations of North America, Western Europe, and Australia by people from the poorer ones. This primarily economic driven migration has had a profound effect on life in the receiving countries. The new diversity has been felt particularly by public services. For instance, large school districts in California now must cope with more than 75 different languages being spoken by their students. Generally, these demographic changes have more profoundly affected cities than rural areas. In Los Angeles, for example, only 9% of its residents were foreign born in 1960. By 1990, that number had grown to 40% of the population.

Within the industrialized nations, there has also been massive internal migration over the last half century. Many middle class urbanites moved out into suburbia and beyond. In addition, there have been extensive regional migrations. For instance, many Southern Italians have moved to Northern Italy for jobs. Many people from Ireland, Scotland, and the old industrialized cities of Northern England have moved to Southern England for the same reason. In the United States, millions of people from the old industrialized "Rust Belt" centers of the Northeast have migrated south and west to the "Sun Belt."

Over the last two centuries, there has developed a progressive disparity in wealth between nations and between major regions. Economic power has become concentrated mostly in the industrialized nations of the northern hemisphere. Their control of manufacturing and international trade resulted in an unequal playing field. This disparity has provided people in the richer nations with greater access to food, electricity, fossil fuels, education, and medicine with the consequence that their lives are materially more comfortable and their life spans are significantly longer. By comparison, 1.2 billion people in the third world live on less than one U.S. dollar per day.



The disproportionate amount of resources used by the rich nations has exacted a high cost for our planet. There is increasingly burdensome environmental decimation and pollution as well as depletion of key non-renewable resources. This situation will likely become much worse over the next few decades as China, with its enormous population, becomes highly industrialized and the standard of living for its population increases dramatically. They already consume more meat, grains, coal, steel, and several other basic resources than the United States. Americans still use more oil than any other nation, but consumption is increasing rapidly in China. If the trend in growth of the Chinese economy and standard of living continues at its current rate, by early in the 2030's they could be consuming more oil and other key resources than the entire world currently produces. The phenomenal growth in the Chinese economy comes at a high price for its own people. Their cities are among the most polluted in the world. Not far behind China in becoming an economic powerhouse in the 21st century will likely be India, the second most populous nation. A consequence of this will be a dramatic increase in the global competition to acquire key resources.

One of the most far ranging social and cultural changes that has occurred over the last century has been the increase in economic and political power of women in the developed nations, especially in the Western ones. During the 19th century, women in these countries generally could not vote, attend a university, become doctors, lawyers, politicians, government officials, or corporate leaders. They were expected to only aspire to become housewives and mothers. When married, their husbands often gained full legal rights to their property. This second class status of Western women has largely ended. Men gave up some of their power due in part to the need for women to actively participate in industrial production during the great world wars of the first half of the 20th century. It also has been due to the emergence in recent decades of post industrial economies that require much less manual labor in factories. An additional important factor has been the constant pressure by women to be treated as equals. However, the significantly increased status and power of Western women generally has not been matched by women elsewhere in the world.



## TEXT 5

### Inaugural Address / John F. Kennedy

The world is very different now, for man holds in his mortal hands the power to **abolish** all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our **forebears** fought are still at issue around the globe; the belief that the rights of man come not from the generosity of the state but from the hand of God.

Let the word go forth from this time and place, to friend and **foe** alike, that the torch has been passed to a new generation of America, born in this century, **tempered** by war, disciplined by a hard and bitter peace, proud of our ancient **heritage** and unwilling to witness or permit the slow undoing of those human rights to which this nation has committed, and to which we are committed today, at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, **bear** any burden, meet any **hardship**, support any friend, **oppose** any foe, to assure the survival and the success of liberty.

So let us begin anew, remembering on both sides that **civility** is not a sign of weakness, and **sincerity** is always subject to proof. Let us never negotiate out of fear, but let us never fear to negotiate. Let both sides explore what problems unite us instead of **belaboring** those problems which divide us. Let both sides, for the first time, **formulate** serious and precise **proposals** for the inspection and control of arms and bring the absolute power to destroy other nations under the absolute control of all nations. Let both sides seek to **invoke** the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, **eradicate** disease, **tap** the ocean depths, and encourage the arts and commerce. Let both sides unite to **heed** in all corners of the earth the command of Isaiah, to "undo the heavy burdens – let the oppressed go free".

And if a **beachhead** of co-operation may push back the jungle of suspicion, let both sides join in creating not a new balance of power, but a new world of law where the strong are just and the weak secure and the peace preserved.

All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days, nor in the life of this administration, nor even perhaps in our lifetime on this planet. But let us begin.

In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of American has been **summoned** to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe. Now the **trumpet** summons us again, not as a call to bear arms, though arms we need; not as a call to battle, though **embattled** we are; but as a call to bear the burden of a long twilight struggle – year in and year out, **rejoicing** in hope, patient in **tribulation**, a struggle against the common enemies of man: tyranny, poverty, disease and war itself.



Can we **forge** against these enemies a grand and global **alliance** – North and South – East and West – that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger; I do not **shrink** from this responsibility – I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the **devotion** which we bring to this **endeavor** will light our country and all who serve it and the glow from that fire can truly light the world.

And so, my fellow Americans, ask not what your country can do for you, ask what you can do to for your country. My fellow citizens of the world, ask not what America will do for you, but what together we can do for the Freedom of Man.



## TEXT 6

### Time, Lost And Found

A priceless watch, a daring heist—soon to be on view in Israel.

By Joanna Chen | NEWSWEEK

Published Mar 28, 2009

Marie Antoinette must have turned in her grave to see her pocket watch taken apart and wrapped in old newspaper. But that was its fate after an agile thief lifted it and others from a Jerusalem museum in 1983 and hid the evidence by taking them apart, wrapping them up and stashing them around the globe. The trail lay cold for two decades, until the burglar made a deathbed confession to his wife. In 2006, she tried to sell some of the watches back to the museum; administrators sent the police. This summer, the spectacular Marie Antoinette watch, valued at about \$30 million, will be the star of a show in Jerusalem. In a setting more worthy of a queen, the collection will go on view for the first time since its recovery.

The collection includes more than 100 rare works by Abraham-Louis Breguet (1747–1823), who fashioned Marie Antoinette's piece, and other leading watchmakers. It was originally the property of Sir David Lionel Salomons, a London mayor and avid art enthusiast. In 1974, his daughter bequeathed it to Jerusalem's L.A. Mayer Museum for Islamic Art. Then, in 1983, a lean cat burglar managed to remove the bars from one of the museum's narrow back windows and shimmy inside. He proceeded to help himself to a range of clocks, watches and music boxes, methodically prising open glass cases and dropping the booty into cardboard boxes. By morning, all that was left was an empty Coke bottle and a half-eaten sandwich. "I was shocked, like someone had died," recalls the museum's director, Rachel Hasson, who is responsible for the new show. The police were more impressed—in fact, they were stumped. Oded Shamah, one of six investigators on the case, says the heist was the work of a "perfectionist" who had staked out the premises and knew the alarm wasn't working. "It was such a simple plan; it was pure genius," he said.

Such genius, in fact, it would be years before the case was solved. First Naaman Diller, an ex-kibbutz member and known antiquities thief, confessed the crime to his wife just before his death. Then, in 2006, she tried to sell some of the treasures back to the museum. This led the police to her home in Los Angeles, where the couple had relocated. Police discovered dozens of items Diller had swiped and clues leading to many more. The widow was questioned but has not publicly commented on her pending case.

It turns out that to evade detection, Diller had scattered the loot in warehouses and safes throughout Europe and the United States, often disassembling the delicate mechanisms first to make them harder to identify. Yet he was probably able to sell just a few, since most were still recognizable. Boris Sankov, the Mayer Museum's watch expert, says Diller had "two left hands" and did a lot of damage in the disassembly, but took meticulous notes in English and Hebrew that helped him put them back together.



Flanked by jumpy guards, a NEWSWEEK reporter was recently given a rare glimpse of the timepieces being painstakingly restored by Sankov. Dubbed the Mona Lisa of watches by museum staff, the queen's piece is an intricate golden maze that includes a thermometer, a perpetual calendar and a self-winding mechanism with a clear crystal dial. Also impressive is a bejeweled, early 19th-century Frères Rochat pistol with an inset watch that releases a bird when the trigger is pulled. Sankov's personal favorite is a 1820s Swiss clock in the shape of a church in gold and diamonds. It's the item that he worked on the longest, replacing more than 30 minuscule parts.

The collection grew further recently when 43 clocks worth a reported \$10 million were retrieved from Parisian bank vaults after an investigation by Israeli and French police. Almost the entire collection is now home. The 10 still at large, investigators say, were probably sold at auctions. And the museum won't be taking any chances when the exhibition reopens in early summer. Collectively worth an estimated \$200 million, the reassembled pieces will be displayed behind reinforced glass in a custom-built windowless room with half-meter-thick walls. Scores of cameras and sophisticated surveillance equipment have been installed to help ensure that the biggest horological robbery of all-time will not be repeated—no matter how ingenious or skinny the next thief.



## TEXT 7

### Education as inspiration

By Yeshayahu Tadmor Haaretz

The illnesses of the education system have but one remedy: The system must return to dealing with education. The prescription might seem simplistic and pathetic, but its strength is proven. The recent reports on the low achievement levels of Israeli students, similar to other frequent reports in recent years, raised a brief public storm, which included mutual recriminations by education officials and proposals on how we can extricate ourselves from the crisis. Most of the proposals call for greater teacher expertise, didactic innovation, fresher curriculum materials and stronger classroom discipline. Such improvements will certainly affect the advancement of learning, but only marginally so.

When I was a school principal, at the end of every school year, right after the last matriculation exam, I would hold a talk with the fresh graduates about their experiences during their 12 years of schooling. Today I have the same conversation with young college students. Their comments are depressing. Many of the students, even the outstanding ones, say they "did not connect at all" to the subjects they were studying and found them "purposeless."

In light of these answers, I ask other important questions only hesitantly: Did the students have formative educational experiences? Did education touch the existential issues of their lives? Did school contribute to their self-awareness? Were their studies perceived as creating a deeper significance? Did they have any uplifting experiences in their classes? Did school inspire in them a longing for spiritual elevation? Did school impart human values and strengthen their sensitivities?

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After they have gotten over their surprise at these questions, their responses are steeped in disappointment and ridicule of the school. They are not being disdainful. Among them I find serious people, deep deliberation and a real search for a life path. They express a longing for direction, but only an infinitesimal few received it in school.

Didactics, knowledge, learning materials and classroom discipline are indeed among the components of education, but they are the external trappings. The core of education is the intellectual, psychological and emotional experience that arouses in students excitement about existential questions and which, through the dialogue inherent in this experience, strengthens their awareness, forms their identity, creates the outlines of their worldview, imparts values and formulates their life plans.

The teacher faces not only didactic questions, but also dilemmas about values and conscience, which feed into the following question: What educational path will allow students to find in themselves, from a place of freedom, the way to build self their essential selves?

If teachers do not deal with these dilemmas, their teaching will be purely mechanical - uninspired. However, when teachers do perceive their educational role in this way, they foster a proper learning ethos at school and help their students to view learning as a main expression of their humanity and self-fulfillment. Students educated in such an environment will relate seriously to their sense of self, their value and their self-respect.





Learning, therefore, is not disconnected from education. Curious and investigative learning, the kind that gives purpose and meaning, draws from the wellspring in every person. Education must focus first and foremost on this wellspring. When it does so, achievements in learning grow, in mathematics as well.

My experiences with teachers show that when asked about their goals in education or their educational outlook, many relate closely to these concepts. In research carried out on what constitutes a "teacher of impact," responses included: "I perceive students as human beings, with all their personality components, and my goal is to help them find their way in life;" "I see my job as a teacher to assist students in reaching their full self and to uplift their humanity;" "I aspire to increase students' sense of responsibility to themselves and to their responsibility to be a member of the human race."

However, this approach, expressed innocently by teachers, remains for many no more than a declaration or desire. There are various reasons that even those who can become involved in education on a deeper level, don't. These are the same people who avoid contact with their own existential reality. Thus they do not provide a response to students on questions involving their existence and they are unable to make learning valuable and significant. And learning that has no value and significance is destined to be shallow, with mediocre achievements.

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## TEXT 8

### Getting a Good Night's Sleep

Did you sleep well last night? Or did you wake up feeling fatigued and sluggish -- perhaps even wondering if you really slept at all? Getting a good night's sleep requires more than crawling into bed and closing your eyes. Understanding your sleep behavior and preparing for a sound slumber can help make sure every night is a good night for sleeping.

"Sleep is a behavior and, like all behaviors, it varies greatly among people," explains Dr. Carol Landis, sleep researcher and associate professor in biobehavioral nursing and health systems at the University of Washington School of Nursing. "The greatest differences occur in the timing of sleep and the amount of sleep -- the factors which are most important in determining whether you will wake up feeling rested."

Research has found that people sleep better at different times during their daily cycle. For example, some people function better if they go to sleep early and rise early, while others feel more rested if they stay up late and sleep in. "Many people don't pay attention to the timing of their sleep," Landis notes. "Yet delaying or altering the time you go to sleep can have a major impact on how you feel when you wake up."

The amount of sleep the average adult needs each night also varies. Some people may be fine with six hours sleep, while others need up to nine hours per night. Landis points out that those who follow a regular sleep schedule are more apt to function better on fewer hours, but she adds that most adults need at least six hours of sleep each night.

"A person's sleeping patterns aren't set in concrete," Landis stresses. Gradually altering the timing of sleep can help change sleep patterns. An "evening person" who needs to get to work early in the morning can try upping the time they go to bed by 30 minutes every few days. Within a few weeks, this slow adjustment will help "reset" the internal body clock.

In addition to maintaining a regular daily sleep schedule, Landis offers the following tips on practicing good sleep hygiene:

- Avoid stimulants including cigarettes, caffeinated beverages and food such as chocolate in the late afternoon and evening.
- Avoid alcohol in the evening. This can have a rebounding effect, causing a person to wake up a few hours into sleep and disturb sleep patterns.
- Finish exercising at least two hours before going to sleep. Exercise increases body temperatures and has an arousing effect, making it more difficult to easily fall asleep.
- Don't sleep in a warm environment. A drop in a person's body temperature is important at the onset of deep sleep. People who sleep in a well-heated room or use an electric blanket may not sleep as soundly.
- Catch up on missed sleep when you have the opportunity. Busy work schedules or weekend activities often make it difficult to get as much sleep as we'd like each night. To reduce this sleep debt, try taking a 30-minute nap during the day before 4 p.m. or sleeping in on weekends when you have a chance.
- "Instead of getting a coffee during a work break, people can get energy by taking a 15 or 30-minute nap instead," Landis points out. "You'll feel better in the long run."
- *This article was excerpted from HEALTH BEAT, January 27, 1998, a publications of the University of Washington.*



## TEXT 9

### MODERN FAMILY

*Kathleen Deveny*

Why Only-Children Rule

From the magazine issue dated Jun 2, 2008

I have one older brother, and when I was growing up our family was considered tiny. Only-kids were freaks.

I'm afraid there's a puppy in my future. It's not because one of my daughter's first complete sentences was "I want a puppy." Or because my 16-year-old Siamese cat still acts as though my kid is an intruder in our home. It's certainly not because I actually believe that my dear child will take responsibility for walking a dog three times a day. Nope, we will probably end up with a labor-intensive pet because my 7-year-old is a wizard at spotting and exploiting my maternal guilt. (That's a sign of intelligence, isn't it?) "If I can't have a brother or sister to play with," she asks, "can't I at least have a puppy?" Her strategy is transparent, yet effective because I feel guilty that my daughter is an only child. I worry that she won't learn to share. I can't escape the desire for an "heir and a spare," especially after watching the anguish of Chinese parents who lost only-children in the recent earthquake. I wish my kid had a built-in playmate, or, if my own sibling relationship is any guide, someone to fight with in the back seat of the car.

I have one older brother, and when I was growing up our family was considered tiny. Only-kids were freaks. Broods of four or six were common in our neighborhood. In one family, all the kids' first names started with J—the epitome of Midwestern chic at the time. Americans have since warmed up to the idea of smaller families. In 1936, 64 percent of families said they wanted three or more children, compared with 34 percent today. But onlies haven't grown any more popular. A Gallup poll from last summer found that most parents consider having an only child about as desirable as having no children. There were fewer children living without siblings in 2004 than in 1991, according to the U.S. Census Bureau.

Stereotypes that only-children are spoiled, maladjusted, selfish, lonely and prone to imaginary friends are common, according to Susan Newman, a social psychologist and author of "Parenting an Only Child." Other parents of onlies share my concerns about their kids, if not my guilt. Even though she says she has never considered having more than one child, Jodi Kurtz, 31, worries that her daughter, Anna-Sophia, who is almost 2, may "end up being spoiled and miss out on the good parts of having siblings." A recent posting on babycenter.com: "I hate people with one kid. They act like the kid is a God and can't relate to other moms with more than 1 kid."

But before the double-stroller set gets too smug, I'd like to point out that the outlook for onlies is quite bright. "There have been hundreds of studies done on only-children here and in China, where there are millions of only-children, and these myths just don't hold up," says Newman. She traces our bias to 1896, when psychologist G. Stanley Hall conducted a study of rural families and concluded that only-children were at a sharp social disadvantage and that "being an only child is a disease in itself." Which might have been true for kids in rural 19th-century America, but doesn't apply to my Brooklyn neighborhood. In fact, only-children and children with a lone sibling tend to perform better on standardized tests, earn higher grades and stay in school longer, according to Douglas Downey, a professor of sociology at Ohio State University. "As the number of siblings increases you see a steady decline in performance for all the children in the family," he says. In his own research he's found differences in social development, but they were small.

I doubt that very many parents consider the research before deciding how many kids to have. The size and shape of our families are often formed by forces outside our control. In another life, I think I would have had a passel of kids. But given that I'm 48, divorced and love my job, one kid and maybe a French bulldog sounds fine.