

Passage 15

Pre-reading

Answer the following questions.

1. Do you believe that each human being is born to win?

2. What do mean by “win” and “lose”?

3. What makes people win or lose?

4. Skim the passage and write down the author’s purpose.

BORN TO WIN*

(by Muriel James and Dorothy Jongeward)

(Born to Win was a best-seller book which represents the concepts of humanistic psychology whose aim is helping people achieve their full potential as human being.)

You cannot teach a man anything.

You can only help him discover it within himself. (Galileo)

“Winners and Losers”

Each human being is born as something new, something that never existed before. He is born with what he needs to win at life. Each person in his own way can see, hear, touch, taste, and think for himself. Each has his own unique potentials--his capabilities and limitations. Each can be a significant, thinking,
5 aware, and creatively productive person in his own right--a winner.

The words “winners” and “losers” have many meanings. When we refer to a person as a winner, we do not mean one who beats the other guy by winning over him and making him lose. To us, a winner is one who responds authentically by being credible, trustworthy, responsive, and genuine, both as an individual and as
10 a member of a society. A loser is one who fails to respond authentically. Martin Buber expresses this idea as he retells an old story of a rabbi who on his death

* Fraida Dubin and Elite Olshtain, *Reading by All Means* (Massachusetts: Addison-Wesley Publishing Company, Inc. 1981) pp.92-101.

bed sees himself as a loser. The rabbi laments that, in the world to come, he will not be asked why he wasn't Moses; he will be asked why he wasn't himself.

Few people are one hundred percent winners or one hundred percent losers.
15 It's a matter of degree. However, once a person is on the road to being a winner, his chances are greater for becoming even more so.

“Winners”

Winners have different potentials. Achievement is not the most important thing. Authenticity is. The authentic person experiences the reality of himself by knowing himself, being himself, and becoming a credible, responsive person. He
20 actualizes his own unprecedented uniqueness and appreciates the uniqueness of others.

A winner is not afraid to do his own thinking and to use his own knowledge. He can separate facts from opinion and doesn't pretend to have all the answers. He listens to others, evaluates what they say, but comes to his own conclusions.
25 While he can admire and respect other people, he is not totally defined, demolished, bound, or awed by them.

A winner can be spontaneous. He does not have to respond in predetermined, rigid ways. He can change his plans when the situation calls for it. A winner has a zest for life. He enjoys work, play, food, other people, sex,
30 and the world of nature. Without guilt he enjoys his own accomplishments. Without envy he enjoys the accomplishments of others.

Although a winner can freely enjoy himself, he can also postpone enjoyment. He can discipline himself in the present to enhance his enjoyment in the future. He is not afraid to go after what he wants but does so in appropriate

35 ways. He does not get his security by controlling others. He does not set himself up to lose.

A winner cares about the world and its peoples. He is not isolated from the general problems of society. He is concerned, compassionate, and committed to improving the quality of life. Even in the face of national and international
40 adversity, he does not see himself as totally powerless. He does what he can to make the world a better place.

“Losers”

Although people are born to win, they are also born helpless and totally dependent on their environment. Winners successfully make the transition from total helplessness to independence, and then to interdependence. Losers do not.
45 Somewhere along the line they begin to avoid becoming self-responsible.

Few people are total winners or losers. Most of them are winners in some areas of their lives and losers in others. Their winning or losing is influenced by what happens to them in childhood.

A lack of response to dependency needs, poor nutrition, brutality, unhappy
50 relationships, disease, continuing disappointments, inadequate physical care, and traumatic events are among the many experiences that contribute to making people losers. Such experiences interrupt, deter or prevent the normal progress toward autonomy and self-actualization. To cope with negative experiences a child learns to manipulate himself and others. These manipulative techniques are
55 hard to give up later in life and often become set patterns. A winner works to shed them. A loser hangs on to them.

A loser represses his capacity to express spontaneously and appropriately his full range of possible behavior. He may be unaware of other options for his life if the path he chooses goes nowhere. He is afraid to try new things. He maintains
60 his own status quo. He is a repeater. He repeats not only his own mistakes, he often repeats those of his family and culture.

A loser has difficulty giving and receiving affection. He does not enter into intimate, honest, direct relationships with others. Instead, he tries to manipulate them into living up to his expectations and channels his energies into living up to
65 their expectations.

When a person wants to discover and change his "losing streak," when he wants to become more like the winner he was born to be, he can use gestalt-type experiments and transactional analysis to make change happen. These are two new, exciting, psychological approaches to human problems. The first was given
70 new life by Dr. Frederick Perls; the second was developed by Dr. Eric Berne.

Perls was born in Germany in 1893 and left the country when Hitler came into power. Berne was born in Montreal in 1910. Both men were trained as Freudian psychoanalysts; both broke away from the use of orthodox psychoanalysis; both found their greatest popularity and acceptance in the United
75 States.

Gestalt therapy is not new. However, its current popularity has grown very rapidly since it was given new impetus and direction by Dr. Frederick Perls.

Gestalt is a German word for which there is not exact English equivalent; it means, roughly, the forming of an organized, meaningful whole.

80 Perls perceives many personalities as lacking wholeness, as being fragmented. He claims people are often aware of only parts of themselves rather

than of the whole self. For example, a woman may not know or want to admit that sometimes she acts like her mother; a man may not know or admit that sometimes he wants to cry like a baby.

85 The aim of gestalt therapy is to help one to become whole--to help the person become aware of, admit to, reclaim, and integrate his fragmented parts. Integration helps a person make the transition from dependency to self-sufficiency; from authoritarian outer support to authentic inner support.

A. Answer the following questions.

1. What is the author's main objective in the section, "Winners and Losers"?
 - A. To tell about the book as a whole
 - B. To define the key terms, winners and losers
 - C. To show how any person can become a winner
2. Which of the following sentences best expresses the main idea of this section?
 - A. The world is made up of winners and losers.
 - B. Only some people are born to become winners.
 - C. Each person is born with what he needs to win at life.
3. The author's main objective in the section, "Winners" is to ____.
 - A. convince the reader that winning is important
 - B. Describe the nature of winning and achieving
 - C. State the characteristics of a winning person
4. Which is correct?
 - A. Winners free themselves of the helplessness of early childhood while losers do not.
 - B. Winners are very talented while losers are not.
 - C. Winners do not have any unhappy experiences while losers do.
5. The part that describes two psychological approaches ____
 - A. can help losers become winners
 - B. are particularly helpful for winners
 - C. are not really related to the ideas discussed here

B. Complete the following.

1. Everyone has his own unique potentials--his _____ and limitations.
2. _____ is the most important for winners.
3. Winners appreciate the _____ of others.
4. Losers do not transfer the helplessness to independence and then to _____.
5. The aim of gestalt therapy is to help one become aware of his _____.

C. Without looking back to the text fill in the blanks with suitable word or words.

The words “winners” 1 “losers” have many meanings. When we refer to a person 2 a winner, we do not mean one 3 beats the other guy by winning over him 4 making him lose. To us, a winner is one who responds authentically 5 being credible, trustworthy, responsive, 6 genuine, both as an individual and 7 a member of a society. A loser is one who fails 8 respond authentically. Martin Buber expresses 9 idea as he retells an old story of a rabbi who on his death bed sees himself as a loser. The rabbi laments 10, in the world to come, he will not be asked why he wasn't Moses; he will be asked why he wasn't himself.

D. Discuss the followings.

1. Read the quotation by Galileo at the beginning of the selection. Do you know who Galileo was? Do you agree with Galileo's ideas about teaching and discovering? Why or why not? Do the authors agree with his ideas?
2. What are some of your own personal experiences with winners and losers?
What are some of the characteristics you have observed about each group?
Which group do you feel you belong in?

Passage 16

Pre-reading

On the line next to each word, write down any word or phrase that comes into your mind related to this word.

1. *suicide* _____

2. *self-destruction* _____

3. *crime* _____

SUICIDE*

Suicide refers to intentional self-destruction or self-killing. Although suicide is considered a major form of deviance in contemporary American society, social reactions to this form of behavior show wide variations from society to society and indifferent periods of human history. Various Oriental
5 cultures have looked upon suicide with some ambivalence and under certain circumstances it is not highly disapproved. Among the Chinese, suicide was permitted for reasons of revenge against an enemy. In Japan, it was expected that a soldier would commit a form of self-destruction known as hara-kiri rather than permit himself to be seized by the enemy. During World War II Japanese
10 "suicide divers" received military decorations in rather elaborate ceremonies before their suicidal flights. Attitudes of Western Europe and American society are and have been strongly opposed to suicide. Disapproval of suicide has been generally the case for all peoples within the Jewish and Christian religions. In
11th-century England, suicide was defined as a crime as well as a sin.
15 Throughout the medieval period and into relatively recent times suicide was punished as a felony. The suicide's body was denied burial in a Christian cemetery and the suicide's possessions were confiscated by the Crown. Similar

*Fraida Dubin and Elite Olshtain, *Reading on Purpose* (U.S.A.: Addison-Wesley Publishing Company, 1987), pp. 168-170.

penalties were put into effect in the New England colonies and remained until the early 1800's in Massachusetts. Attempted suicide was a crime in England until 1961 and still remains a criminal offense in North Dakota, South Dakota, and New Jersey.

Statistics indicate that the rate of suicide within the United States was 11 per 100,000 population in 1970. This rate has remained fairly stable over previous years. The United States suicide rate in 1960 was 10.8; in 1961, 10.4; in 1962, 11.0; in 1963, 11.0 per 100,000 population. Suicide rates are comparatively high in various other countries. In the late 1960's and early 1970's suicide rates in Switzerland, West Germany, Czechoslovakia, Finland, Sweden, Austria, and Hungary exceeded 17 per 100,000 population. In other countries such as Italy, Spain, Greece, Ireland, suicide rates were less than 6 per 100,000 during the same period.

Suicides in the United States tend to occur more frequently among males than among females. The sex ratio for suicide is approximately four to one. Older people commit suicide more frequently than do younger people. The relationship of age to increasing rates of suicide is direct and highly consistent. The rate of suicide among married persons is far lower compared to single, widowed, or divorced persons. In addition among married persons, the rate of suicide is far lower among those couples having children compared to childless couples. Whites commit suicide far more frequently than nonwhites—particularly blacks. With respect to religion, Protestants tend to have a higher suicide rate than Catholics and Jews.

One of the most important studies of suicide was made by the French sociologist Emile Durkheim. According to Durkheim, suicide could be

explained in terms of a variety of social or group factors as they affected individuals. Durkheim felt that the likelihood of suicide was related to the
45 degree of integration or involvement of individuals within groups or society. Specifically, suicide was more likely to occur in the extreme circumstances where individuals lacked adequate integration within groups or society or in instances where individuals were too highly integrated into society.

Durkheim classified three major types of suicide: egotistic, anomic, and
50 altruistic suicide. *Egotistic* and *anomic* suicide characterized a weak attachment of individuals to groups or society. For Durkheim, *egotistic* suicide was a form of “self-centered” suicide. In this instance the individual lacks full participation within groups together with the emotional involvement which participation entails. Durkheim felt this could explain the higher rates of suicide among
55 Protestants as compared to Catholics as well as the high suicide rates among unmarried individuals compared to married persons. Protestantism advocates “free inquiry” into the Bible and religious matters and the doctrine of individual salvation. Catholicism stresses theological interpretation of the Bible in matters of faith, and also salvation through “the church.” Durkheim thus reasoned that
60 individuals of Protestant faith would experience more isolation and detachment and less integration into a church as a form of group or association.

The higher rates of suicide among Protestants which Durkheim found thus reflect basic weaknesses in social constraints over behavior (including the act of suicide) characteristic of Protestant religious groups. Likewise, unmarried
65 people were not subject to the group ties and the social constraints of marriage and family life. Durkheim felt that the lack of attachments to others and greater emotional isolation among the unmarried was a prime factor in explaining their

higher rates of suicide compared to married persons. On the other hand, *anomic* suicide is not the result of a lack of close interpersonal or group relations but
70 instead occurs as a result of a breakdown of the values and *norms* of the group or society *itself*. Thus higher suicide rates are often found during times of political crisis, or economic depression. *Altruistic* suicide occurs as a result of extreme integration into a group or society to the point where group norms and goals are the only things that matter. The individual identifies with and becomes so highly
75 involved and committed to the group that he would willingly give his own life if the value and norms of the group so require. The practice of *hara-hiri* among the Japanese, or the self-destruction of a widow at her husband's funeral in India, illustrates this form of suicide.

Choose the best answer.

1. According to the passage, suicide refers to the act of _____.
 - a. killing people intentionally
 - b. killing oneself intentionally
 - c. destroying others' property
 - d. destroying one's own property
2. According to the passage, the idea of suicide is _____.
 - a. the same all over the world
 - b. different from society to society
 - c. the same all through the history
 - d. a characteristic of contemporary American people

3. The act of a Japanese in killing himself instead of permitting his enemy to capture him is called _____.
- a. suicide
 - b. self-destruction
 - c. hara-kiri
 - d. felony
4. The following are the places where suicide is still considered a crime EXCEPT _____.
- a. North Dakota
 - b. South Dakota
 - c. New Jersey
 - d. Massachusetts
5. According to the passage, the United States suicide rate in 1963 was _____.
- a. 10.8
 - b. 10.4
 - c. 11.0
 - d. 11.1
6. According to the passage, which of the following is correct about suicide in the United States?
- a. Males tend to commit suicide less frequently than females.
 - b. Older people tend to commit suicide more frequently than young people.
 - c. Single people tend to commit suicide less than married people.
 - d. Childless couples tend to commit suicide less than those couple having children.
7. According to Durkheim, Protestants when compared to Catholics have high rate of suicide because of _____.
- a. their lack of faith
 - b. their having the opportunity to have free inquiry
 - c. the doctrine of salvation through the church
 - d. the doctrine of individual salvation

8. According to Durkheim, the main cause(s) of suicide is(are) _____.
- a. the lack of attachment to others
 - b. the integration into group
 - c. the emotional isolation
 - d. Both 1 an 3 are correct.
9. The words "penalties" (line 18) means _____.
- a. punishment
 - b. possessions
 - c. laws
 - d. offenses
10. The phrase "the same period" (line 30) refers to "the time during _____."
- a. 1960-1961
 - b. the late 1960's and early 1970's
 - c. 1962-1963
 - d. 1970's-1980's

Passage 17

Pre-reading

Take a few minutes to scan this passage to find the answer to the following questions.

1. Colonel Bernt Balchen is a _____.
2. Dr. Mikhail I. Budyko is the _____.
3. Dr. Henri Bader works at _____.
4. Dr. Norbert Untersteiner's report will appear in _____.
5. During the last century, the carbon dioxide content of the world's air has risen from _____ to _____ per cent.

EXPERT SAYS ARCTIC OCEAN WILL SOON BE AN OPEN SEA*

- 1 Colonel Bernt Balchen, polar explorer and flier, is circulating a paper among polar specialists proposing that the Arctic pack ice is thinning and that the ocean at the North Pole may become an open sea within a decade or two.

*Louise Hirasawa and Linda Markenstein, *Developing Reading Skills-advanced* (Rowley, Massachusetts: Newbury House Publishers, Inc., 1974), pp. 89-93.

He bases his thesis on predictions in recent years by several experts in polar weather and ice behavior. However, interviews with a number of other specialists have shown a widespread belief that the progressive shrinking over the last century has reversed itself, at least temporarily.

2 Disappearance of the Arctic pack would enable the largest tankers to reach the newly discovered oil fields of northern Alaska. However, of major concern is the possibility of catastrophic climate changes. A number of specialists believe that an ice-free Arctic Ocean would not freeze again. If so, it has been predicted that storm paths would change and food-producing areas of the Central United States and Eurasia might become deserts. Likewise, it is thought that great ice sheets would form farther north.

3 Soviet scientists reportedly agree with their American colleagues that the warming trend in the Arctic has shifted to a slow cooling. The Russians, because of their dependence on sea routes to ports along their long Arctic coastline, keep the closest watch of anyone on weather trends and the drifting pack ice of the Arctic Ocean. A number of other Soviet and American specialists nevertheless agree with Colonel Balchen that the ice cover of that ocean is “vulnerable.” A moderate increase in solar heat production or a change in transparency of the atmosphere (man-made or natural) could remove the ice.

4 The Arctic pack is a thin crust of ice over a deep ocean. Thus, it differs basically from the Antarctic ice sheet, which rests on a lofty continent. Whereas melting of the Antarctic ice-or slippage of part of it into the seas-would raise sea levels throughout the world by many feet, the melting of the Arctic would have no such effect. This is because floating ice displaces just as much water as

the water produced when the ice melts. When ice cubes in a glass melt, for example, the water level does not rise.

5 About one quarter of the Arctic pack melts each summer, although the percentage varies widely. Unlike other oceans, the Arctic Ocean is almost landlocked, but warm, Gulf Stream water flows into it from the Atlantic and a lesser amount of heat is also carried in from the Pacific through the Bering Strait. Hence the Arctic Ocean, at depths below 500 feet, is underlaid by a layer of warm water 2,500 feet thick. Its surface would also be warmer, were it not for its covering of ice, which on the average is a few yards thick. The North Pole region receives more solar heat in the summer months than do the tropics, since the sun shines on it night and day.

6 Such specialists as Dr. Mikhail I. Budyko, director of the main Geophysical Observatory in Leningrad, and Dr. Henri Bader of the University of Miami, believe that the ocean would not freeze again, even in the winter, once the pack had disappeared. In fact, Dr. Budyko argues that an ice-free Arctic Ocean is the “normal” situation. He thinks that throughout the 70 million years preceding the ice ages of the last million years the ocean was ice-free. There is a strong suspicion on both sides of the Atlantic that the ages—which may continue to recur—represent some kind of cyclic behavior related to the presence or absence of ice on the Arctic Ocean.

7 If the ocean were free of ice, storm paths, it is thought, would move further north, depriving the plains of North America and of central Eurasia of rainfall. Winds blowing off the Arctic Ocean would become moist, and snowfall on mountains in the path of those winds would be almost continuous. This would

start the formation of ice sheets such as those that several times have flowed south across North America and Eurasia .

8 The warning sounded by Colonel Balchen has stirred up enough excitement in Washington for the Navy to ask Dr. Norbert Untersteiner of the University of Washington to prepare an assessment of trends in the pack. His report will appear shortly in *Naval Research Reviews*. Dr. Untersteiner, who has spent a good part of his professional career living on or studying the Arctic pack, summarized his report in a telephone interview. In essence, he believes not only that the climatic trend in the Arctic has turned toward cooling, but that the evidence for swift and dramatic thinning of the pack is unreliable.

9 Until recently there was a suspicion that the warming trend of the century preceding 1940 was a by-product of the industrial revolution. Carbon dioxide, produced by combustion, makes the atmosphere less transparent to infra-red radiation, thus trapping the earth's heat like the roof of a greenhouse. There is evidence that the carbon dioxide content of the world's air has risen from 10 to 15 percent during the last century. However, the cooling trend of recent years indicates that other factors are at work, including perhaps the volume of dust and smog in the air. This tends to reduce the solar heat reaching the surface. According to Dr. Reid A. Bryson, professor of meteorology at the University of Wisconsin, transparency of the atmosphere above the highest summit of the Hawaiian Islands has been decreasing at a rate of 30 percent each decade. In view of the summit's remoteness from industrial areas, this is taken as an index of global air pollution.

Choose the best answer.

1. The subject of paragraph 1 is _____.
 - a. Colonel Balchen's theory
 - b. Colonel Balchen
 - c. polar specialists
2. Which of the following statements is implied, but *not* stated, in paragraph 1?
 - a. Colonel Balchen's theory is based on predictions by experts in polar weather and ice behavior.
 - b. Colonel Balchen thinks that the Arctic pack ice is thinning.
 - c. Colonel Balchen's theory may not be correct.
3. Paragraph 3 is about _____.
 - a. the views of Soviet scientists
 - b. the Russian Arctic coastline
 - c. Soviet agreement with Colonel Balchen
4. In paragraph 5, the statement. "Hence the Arctic Ocean, at depths below 500 feet, is underlaid by a layer of warm water 2,500 feet thick" follows and refers to the statement _____.
 - a. "The Arctic pack is a thin crust of ice over a deep ocean."
 - b. "About one quarter of the Arctic pack melts each summer, although the percentage varies widely."
 - c. "Unlike other oceans, the Arctic Ocean is almost landlocked, but warm Gulf Stream water flows into it from the Atlantic and a lesser amount of heat is also carried in from the Pacific through the Bering Strait."

5. Paragraph 9 implies that _____.
- the earth is becoming cooler because of the carbon dioxide in the air
 - air pollution has risen greatly throughout the earth's atmosphere
 - the Hawaiian islands do not have much industry
6. In the last sentence of paragraph 9, "this" refers to the _____.
- decreasing transparency of the atmosphere
 - summit's remoteness
 - industrial areas
7. "Floating ice displaces just as much water as the water produced when the ice melts" means _____.
- when water is frozen, it takes up more room
 - when the water is melted, it takes up more room
 - the water, whether frozen or melted, takes up the same room
8. "The evidence toward swift and dramatic thinning of the pack is unreliable." This means _____.
- there is excellent evidence that the ice is thinning.
 - there is questionable evidence.
 - there is no evidence.

Passage 18

Pre-reading

Answer the following questions.

1. Can you list examples of work of art?

2. Were there many famous women artists in history? If not, why?

3. Skim the passage and write down the author's purpose.

4. List names of women artists mentioned in the passage.

WOMEN IN ART*

Throughout history women's contribution to the visual arts has been significant, yet the art-historical record has not sufficiently reflected that fact. The very terms "old master" and "masterpiece" imply that the creators were men. Even when women managed against great odds to pursue successful artistic careers, their work, while valued in its day, has often been lost, destroyed or attributed to other artists, and the details of their lives gone unrecorded. The women who aspired to status as artist beyond amateur could encounter male opposition at every juncture, whether in the form of a husband, fellow artist, critic, patron, or government official. There were numerous occasions from the sixteenth to the eighteenth centuries when incredulous experts required women to paint in their presence to prove that their pictures were not painted for them by men.

Part of the explanation of women's exclusion from artistic endeavors, as well as many others, such as politics and business, is to be sought in their virtually complete lack of economic autonomy and the tolls exacted by childbirth and domestic responsibilities. A case in point is Marietta Robusti, daughter of the famous Venetian Mannerist painter known as Tintoretto. After years as an apprentice in her father's studio, she gained international recognition as a

*Jeanne Shay Schumm and Shawn A. Post, *Executive Learning: Successful Strategies for College Reading and Studying* (New Jersey: Prentice Hall, Inc., 1997), pp. 119-122.

portraitist and was called to the Spanish royal court of Phillip II. Her father forbade her to go and found her a husband instead. She died four years later in
20 childbirth. Her father, on the other hand, lived to the age of seventy-six. The extreme brevity of the careers of many brilliant women artists has meant that few of their works remain. Such is the case of the talented and highly original sculptor Properzia **de’Rossi**, who died of illness at an early age, or the French painter Marie Guillemine Benoist, who was forced to abandon her art because her
25 husband’s official appointment made it impossible for her to continue to participate in the state-sponsored exhibitions that had been opened to women under the revolutionary government. A notable exception to these truncated careers is that of a sixteenth century painter from Bologna, Lavinia Fontana, who painted for several decades in spite of familial duties (with which her husband
30 helped), received papal commissions, and was elected to the Roman Academy.

More commonly, women were not granted membership in the guilds, workshops, studios, and academies where artists were trained. Moreover, they were systematically banned from studying the nude model in periods when such study was the very foundation of all art involving human representation, which
35 was regarded as the highest form art could attain. As recently as 1931-1934 women and men were required to work in separate life classes, and, although men were permitted to view nude female models, no male model could be entirely nude to women. With few exceptions, the traditionally “feminine” arts—miniatures, pastels, portraits, still lifes, and crafts—have been undervalued in
40 cultures that place the greatest stock in the heroics of history painting and monumental sculpture.

Furthermore, a woman tied to domesticity and constant pregnancy would have endured considerable physical hardship in the arduous activities of carpenters or stonemasons, the crafts that traditionally produced professional
45 architects, or of stonecutters, the trade that produced sculptors. Even painting, in the Renaissance, involved strenuous activity high on scaffolding, carrying sacks of sand and lime and pots of water. The only women artists recorded in antiquity painted portraits, which could be done in comfortable surroundings. Alas, their work is all lost. But in the Middle Ages nuns in convents, like monks in
50 monasteries, were considered expert painters of illuminated manuscripts. Then in the sixteenth and seventeenth centuries, painters' daughters (such as Lavinia Fontana, Elisabetta Sirani, Artemisia Gentileschi, and Marietta Robusti) began to produce works of real artistic merit, thanks in part to the training acquired in their fathers' studios, and the occasional woman painter or sculptor appeared
55 independently. But even as late as the eighteenth century women were still mostly limited to portrait painting, though often with excellent results.

The widespread use of the pointing machine eventually relegated stonecutting to expert workmen, and once the procedure of sculpture, now restricted to modeling, became less physically demanding, numbers of women
60 sculptors appeared—in the mid- and late-nineteenth century. Today, women cut stone directly, on the same basis as men. And when architecture began to be taught in schools rather than springing spontaneously from woodworking or stoneworking shops, women became practitioners of the art, although the profession is still male-dominated.

65 Since the early 1970s, feminist art historians have produced a literature of enormous value, on which I have heavily relied, that has begun to redress the

marginal role ascribed to women in the history of art. Although the serious study of women artists is still in its infancy, this literature has helped to reevaluate and, in many cases, rediscover the achievements of women artists of the past. At the same time these authors have examined other gender-related issues that permeate the entire discipline of art history. For it is not simple men and women artists but the entire art apparatus—audiences, institutions, patrons, critics—that has helped to shape attitudes toward women in the visual arts.

A. In the spaces provided, indicate by selecting option A, B, C, or D the phrase that completes the following items most accurately.

- _____ 1. The central thought of this selection is:
- A. Equality of the sexes is nearly impossible for a society to attain.
 - B. Women have not made substantial contributions to the arts.
 - C. Historical records do not represent the contributions women have made to art.
 - D. Traditionally, domestic duties and art were deemed incompatible.
- _____ 2. Which of the following does not explain women's exclusion from art?
- A. tolls exacted by childbirth
 - B. lack of economic autonomy
 - C. politics and business
 - D. lack of adequate talent

- _____ 3. The appearance of female sculptors in the mid- and late-nineteenth century was the result of:
- A. the physical demands of sculpting.
 - B. the acceptance of women as artists.
 - C. the unpopularity of portrait painting.
 - D. the use of the pointing machine.
- _____ 4. In the sixteenth and seventeenth centuries, one way for women artists to acquire formal training was _____.
- A. memberships in guilds
 - B. from their fathers
 - C. attendance at institutes in large cities
 - D. by becoming a nun
- _____ 5. Historical study of the contributions of women to art has been inhibited by a number of factors, including _____.
- A. the practice of attributing the work of women to men
 - B. lack of a formal means for recording their accomplishments
 - C. traditional lack of interest among scholars and critics
 - D. the brevity of the careers of women artists

B. Write T beside the true statements and F beside the false statements.

- _____ 6. Most of the work of women artists during the sixteenth to eighteenth centuries has been lost.
- _____ 7. Marietta Robusti painted for several decades in spite of familial duties.

- _____ 8. Nuns were expert painters of illuminated manuscripts.
- _____ 9. Patrons and critics are the only people who shape attitudes towards women in art.
- _____ 10. Sculpting was the only form of art that demanded unusual physical activity.