

## **The Linguistic Culture**

The course is called “The Linguistic culture” and is mostly devoted to the English Language.

The English language nowadays comprises (охватывает) a very large number of people across the globe. Nearly one quarter of the world’s population, or between 1.2 and 1.5 billion people, are already fluent or competent in English. The British Council estimates that about 375 million people speak English as the first language, another 375 million speak it regularly as the second language, and about 750 million more people speak English as a foreign language.

Today, English is considered the universal language for business, international communications, entertainment, tourism, trade and technology. The majority of all resources on the internet are in English, affecting people to learn English to take full advantage of it. Above all, learning English is important for being able to exchange views and make friends with people all over the world.

English has an official or special status in more than 70 countries. In Great Britain, the United States, Canada, Australia and New Zealand the English Language is the native one. Because of the lack of the time I’ll have to concentrate on the English language of Britain and the United States.

In the first part of the course I’ll try to introduce the main geographical, economic and cultural aspects of the life of Great Britain.

The second part of the course is devoted to the history, political structure, education, science and culture of the United States. We’ll also speak about the difference of the British and American variants of the English Language.

**After the first and the second parts of the course you’ll have a test and you will write a composition. The final result (зачет) is put into your check –book. All questions should be asked in writing.**

**You can find in full all the facts and events I’ll speak about in the book “The United Kingdom and the United States of America in Past and Present (2009) in the library of the faculty.**

To study the English Language is impossible without learning at least some aspects of history, geography, culture and customs of Great Britain, as well as the daily activities of the British people. It is but natural that it will be quite difficult to communicate with the Britons without knowing and understanding the background and cultural content of their country. For example, many students still confuse such notions as England, Great Britain and The United Kingdom.

The full name of the country is **the United Kingdom of Great Britain and Northern Ireland**. The UK consists of four parts: **England, Wales, Scotland and Northern Ireland**. The island of **Great Britain** consists of three main parts: England (the southern and middle part of the island), Wales and Scotland (the northern part of the island).

The UK is a highly developed industrial and economic country. It is known as one of the world's largest producers and exporters of iron and steel products, machinery and electronics, chemicals and textile, aircraft and navigation equipment. One of the chief industries of the country is shipbuilding. Only 7 per cent of the population is engaged in farming.



## GEOGRAPHY AND CLIMATE

The British Isles are surrounded by the Irish Sea and the North Sea, the Norwegian Sea, the North Channel and the Atlantic Ocean. Owing to the shape of the country, any point in Great Britain is no more than 70 miles from the sea.

The total area of the British Isles is 325 000 square km. According to science the British Isles used to form a part of the continent. The rocky highlands of Scotland, for example, resemble the Norwegian coast. Evidence (доказательство) that the islands were the part of the continent is the shallowness (мель) of the English Channel between them and the mainland.

There are no high mountains in Great Britain. Highlands of Scotland are the tallest of the British mountains. Most of the rivers flow into the North Sea. The Thames is the deepest and the longest of the British rivers. Some of the British greatest ports are situated on the Thames.

Great Britain is not very rich in mineral resources; it has some deposits of coal and iron ore and vast deposits of oil and gas that were discovered in the North Sea.

**London**, the capital of the United Kingdom was founded by the Romans in 43 A.D. (лат., нашей эры) and called Londinium. In 61 A.D. the town was burnt down and when it was rebuilt by the Romans it was surrounded by a wall. That area within the wall is now called the City of London. It is London's commercial and business and financial centre. It contains the Bank of England, the Stock Exchange (фондовая биржа) and the head offices of numerous companies and corporations.

There is a very popular saying (поговорка) "When a man is tired of London, he is tired of life"! There are hundreds of historic buildings, galleries and museums in London. Here is situated the Tower of London. The Tower was built by William the Conqueror in 1066. He was crowned at Westminster Abbey. During the Tudor period (16th century) the Londoners of the Elizabethan period built the first theatres. Nowadays the theatre land is stretched around Piccadilly Circus. Not far from it one can see the British Museum and the Covent Garden Opera House.

During the Victorian period (19th century) London was one of the most important centers of the Industrial Revolution and the centre of the British Empire.

There are plenty of other historical and cultural cities and towns in England: Kent, Bristol, Bath, Brighton, Bournemouth, and many others. Chester is very important town in the north-west of England. In the past it used to be a Roman fort; its name comes from the Latin word “castra”, meaning «fortified camp». In Chester there is a famous museum which contains over 5000 ancient and modern toys. Cambridge and Oxford are the home of the oldest university of England.

A lot of people and tourists come to the South of England just to see the ancient circle of stones, so-called Stonehenge, one of the most famous and mysterious archaeological sites of the world, built between 2500 and 1500 BC (before Christ, до нашей эры). It was used by the Druids for their ceremonies.

Not far from Stonehenge there stands Salisbury Cathedral. It is a splendid example of an English Gothic Cathedral; inside there is one of four copies of Magna Charta (the agreement made in 1215 between King John and feudal barons) and the oldest clock in England.

## Some information about other countries of the UK.



**Wales** is the country in the west of Great Britain. It is mainly a mountainous land with a chiefly agricultural economy and an industrial and coal-mining area in the south. The landscape is really beautiful. **Cardiff**, a large city in the south, was chosen as the capital of Wales in 1955, mainly because of its size. Since 1536, Wales has been governed by England and the heir to the throne of England has the title of Prince of Wales. The Welsh language is an ancient Celtic language, similar to Breton, spoken in Brittany, France.

**Scotland** is in Highlands. The capital of Scotland is **Edinburgh**, well known for its castle. **Glasgow** is the industrial capital of Scotland. It is the third largest city in Great Britain. The typical products of Scotland are timber, whisky, and salmon. Golf is the Scottish natural sport and it seems to have originated in this country. Scotland is also the land of myths and mysteries; every castle has “its ghost”. And of course everyone knows about so-called “the Loch Ness Monster”. «Nessie» is said to be about six meters long, with a long, thin neck. The first report of the monster in Loch Ness was in 565 A.D.

One third of the population of **Northern Ireland** (Ulster) lives in and around the capital, **Belfast** - the most important port, commercial, industrial and cultural centre with theatres, orchestras, ballet and opera companies.

A lot of **British customs and habits as well as the language phrases are connected with the English weather.**

The common ideas foreigners have about **the weather in Britain** are: "It rains all the time, it's very damp"; "There's a terrible fog in London, just like in Sherlock Holmes'...", "The sun never shines in July or August". But contrary to popular opinion, it does not rain all the time. Indeed, the weather changes so frequently that it is difficult to forecast and it is not unusual for people to complain that the "weathermen" were wrong.

Due to the geographic location of Great Britain **the type of the climate is oceanic**. There are no extreme contrasts in temperature in Britain because of the current of warm water flowing from the gulf of Mexico called the Gulf Stream. As Britain does not experience extreme weather conditions, it is never very cold or very hot. The temperature rarely rises above 32°C (90°F) in summer, or falls below 10°C (40°F) in winter. Summers are generally cool, but due to global warming they are starting drier and hotter. Winters are generally mild, with the most frequent and prolonged snowfalls in the Scottish Highlands where it is possible to go skiing. If it **does** snow heavily in other parts of Britain, the country often comes to a standstill. Trains, buses and planes are late.

England is known to have been "The mother of industrial revolution". The dirt caused by London and Manchester smoke used to cause terrible fogs and smogs, described by many English classical writers and shown in old films where they added mystery and atmosphere to murder stories and thrillers. Now they are things of the past. Since the 1950s, most British cities have introduced clean air zones. Factories and houses cannot burn coal and must use smokeless fuel. Britain's countryside is famous for its deep green color. Britain in fact looks like one great park with its old trees, green meadows (луга) remaining green all the year round.

### 1 Answer the following questions:

1. What parts does the United Kingdom consist of?
2. What's the difference between the names Great Britain and United Kingdom?
3. What is the climate of Great Britain like?
4. Do you know any English phrases, connected with the weather?
5. Have you ever been to England?
6. Which pictures do you imagine when you think of this country?
7. What do you know of Stonehenge?

## THE HISTORY OF THE ENGLISH LANGUAGE

About 2.000 years ago the British Isles were inhabited (населены) by the Celts who had been arriving from Europe from the 8<sup>th</sup> century BC. , mixed with the peoples who were already there. During the next 1.000 years there were many invasions(набеги). The Romans came in 43 AD, calling the country "Britania. in the 5<sup>th</sup> century

**The history of the English language really began in the 5th century with the arrival to the British Isles** of three Germanic tribes (племена): the Angles, the Saxons and the Jutes, who crossed the North Sea from what today is Northern Germany. Most of the Celtic speakers were pushed west and north by the invaders - mainly into what is now Wales, Scotland and Ireland. The Angles who came to England gave birth to the language called "English".

The invading Germanic tribes spoke similar languages, which developed into what is now called **Old English**. Old English did not sound or look like English today and English speakers of today would have great difficulty in understanding it. Nevertheless, about half of the most commonly used words in Modern English have Old English roots. The words **be**, **strong** and **water**, for example, are derived from Old English. Old English was spoken until around 1100.



In 1066 the Duke of Normandy (Northern France), invaded and conquered England after a well-known the Battle of Hastings. As a result of this the Norman leader became the King of England “William the Conqueror”. The Normans brought with them the French language, which became the language of the Royal Court (королевского двора), and the ruling and business classes. For about 300 years there was a kind of linguistic class division, when the lower classes spoke English and the upper classes lords and barons spoke French. The English are the descendants (потомки) of all the invaders, and learners of English can find many words in the English language which originated from French.

In the 14th century so-called **Middle English** became dominant in Britain. It was the language of **the great poet Chaucer (1340-1400)**. Towards the end of Middle English, a change in pronunciation (the Great Vowel Shift) started, with vowels being pronounced shorter. Since the 16th century the British had contacts with many nations from around the world. This, and the Renaissance (Возрождение) of Classical learning, meant that many new words and phrases entered the language.

The invention of printing brought standardization to English spelling and grammar. Books became cheaper and more people learned to read. In 1604 the first English dictionary was published. A southern English accent (the dialect of London) became generally accepted and most easily understood.

Hamlet's famous "To be or not to be" lines were written in **Early Modern English by Shakespeare**. The main difference between **Early Modern English** and **Late Modern English** (1800-Present) is vocabulary. Late Modern English has many more words, arising from two principal factors: firstly, the Industrial Revolution and technology created a need for new words; secondly, the British Empire at its height covered one quarter of the earth's surface, and the English language adopted foreign words from many other countries.

Answer the following questions.

1. What were the origins of **Old English**?
2. What is the Great Vowel Shift?



3. What definition can you give to English as the global language?

## THE POLITICAL STRUCTURE AND ELECTIONS

**Great Britain is a constitutional monarchy.** Britain is administered from the Palace of Westminster in London. This is also known as the Houses of Parliament which is made up of two chambers (палаты) — the House of Commons and the House of Lords.



The House of Commons has 651 seats which are occupied by Members of Parliament (MPs) who are elected by the British public in general elections which are held every five years.

The country is divided into 650 constituencies (избирательные округа) each of which elects one Member of Parliament (MP). The party which wins the elections gets the most seats in the House of Commons and forms the Government. Its leader becomes the Prime Minister.

Britain does not have a written constitution, but a set of laws. Most legislation (законодательство) originates in the Commons. Besides legislation the functions of Commons are security of government activities. The House of Commons is presided over by the Speaker. The government party sits on the Speaker's right while on his left sit the members of the Opposition.

The House of Lords comprises about 1 200 members. The members of the House of Lords are not elected: they sit in the House because they are aristocrats who have inherited their seats from their fathers, people with titles and bishops (эпископы) of the Church of England.

This House has no real power but acts as an advisory council for the House of Commons. The House of Lords may take a part in legislation, but it cannot permanently block a bill (законопроект) passed by the Commons.

The House of Lords is presided over by the Lord Chancellor (Лорд канцлер или председатель суда) and is the highest court of appeal.

Technically British Parliament is made up of three parts: the House of Commons, the House of Lords and the Monarch (at the moment the Queen Elizabeth II who has been in power since 1953).

The Queen, who is the Head of State, opens and closes the sessions of the Parliament. All new laws are debated (discussed) by MPs in the Commons, then debated in the Lords, and finally signed by the Queen.

The English monarchy has been interrupted only once during the Revolution and the Cromwell republic. Succession (наследование) to the throne is hereditary (наследственное). Formally the monarch has a number of roles. The monarch is expected to be politically neutral, and should not make political decisions. Nevertheless (тем не менее), Queen Elizabeth II still performs some important executive and legislative duties (исполнительные и законодательные обязанности) including opening and dissolving Parliament, signing bills (законопроекты) passed by both Houses and fulfilling international duties, visits to foreign countries, and especially those to the Commonwealth (Содружество наций), whose interests and welfare (благополучие) are very important to her. She started the tradition of the "walkabouts", when she walks among the public crowds and stops to talk to some people. The annual Christmas broadcast made by the Queen on radio and television has become a tradition. The Queen's husband is Duke of Edinburgh and her heir (наследник) is Charles, Prince of Wales, who was born in 1948, married Lady Diana Spencer who died in a car accident in August, 1997, and has two children, Prince William and Prince Harry. August, 1997. The Queen's other children are Princess Anne, Prince Andrew and Prince Edward.

### **Government**

The two main parties in the UK are the Conservative party, descended from the old Tory party, and the Labour party, which was organized in 1906 and is moderately socialist. The Liberal Democrats, which is a

**weaker third party, was formed by the merger (слияние) of the Liberal party and the Social Democratic party.**

Both Scotland and Wales have nationalist parties whose goal is the independence.

The party which wins the most seats in the General Election forms the government in Britain. The leader of the winning party becomes Prime Minister(PM). The PM chooses a committee of ministers called the Cabinet (about 15-25 members or ministers). This is made up of a selection of senior MPs (members of parliament) from the House of Commons and some members of the House of Lords.

Each member of the Cabinet is a minister responsible for a government department such as Home Affairs, Foreign Affairs, and the Exchequer (treasury). The Secretary of State for Education and Science is responsible for all the schools, universities and teachers in Britain. The Cabinet of ministers runs the country (управляет страной). The Cabinet meets at the Prime Minister's house 10 Downing Street. Cabinet meetings are held in private and the details must remain secret for at least 30 years. Cabinet ministers cannot, however, do as they please! They are responsible to Parliament and must answer their questions. Even the Prime Minister must answer questions every Tuesday and Thursday in the Commons — this is called Prime Minister's Question Time. At



At the moment the UK is governed by the Conservative Party headed by Mr. David Cameron.

### **Answer the questions:**

2. Which political parties in the UK do you know?
3. How do elections take place?
4. How many Chambers (Houses) are there in the British Parliament? What is the difference between them?
5. Who is the head of the Government?
6. What is a cabinet?
7. Call any great political figures in the UK who you remember.

### **Translate from Russian into English:**

Британский парламент состоит из двух палат

Проводить выборы

Выигрывать выборы

Образовывать правительство

Свод законов

Наследовать, наследники

Не иметь реально власти

Совещательный Совет

Принимать участие

Заблокировать законопроект

Высший Апелляционный суд

Принимать политические решения

Исполнительные и законодательные обязанности

Открытие и роспуск парламента

Выполнение обязанностей

Благосостояние

Быть ответственным

Управлять страной

## Education in Britain

### School education.



Today there are a great number of schools in Britain. All **state schools** in Britain are free, and schools provide their pupils with books and equipment for their studies. . Education is compulsory ( *обязательное*) from 5 till 16 years. Children start primer school at 5 and continue until they are 11.

At 11 most pupils go to **secondary schools** called **comprehensives** (*общеобразовательные школы*) which accept a wide range of children from all backgrounds. 90% of secondary schools in England, Scotland and Wales are co-educational.

**At 16 pupils take a national exam called "GCSE" (General Certificate of Secondary Education)** and then they can leave school if they wish. This is the end of compulsory education. Some 16-year-olds continue their studies in the sixth form at school or at a sixth form college. The sixth form prepares pupils **for a national exam called "A" level (advanced level) at 18**. They need "A" level to enter a university. Other 16-year-olds choose to go to a college of further education to study for more practical (vocational) diplomas relating to the world of work, such as hairdressing, typing or mechanics.

7% of British schoolchildren go to private schools called independent schools. There are 2.400 independent schools and they have been growing in number and popularity since the mid-1980s. Parents pay for these schools, and fees vary from about 250 pounds a term to 3.000 pounds a term or more for a secondary boarding school. Most independent schools are called prep (preparatory) schools because they prepare the children for the Common Entrance Exam which they take at the age of 11. This exam is for entry into the best schools. **The most famous schools are called "public schools"** and they have a long history and traditions. Children of wealthy or aristocratic families often go to the same public school as their parents and their grandparents. **Eton is the best known of these schools**. The majority of independent secondary schools, including public schools, are single-

sex, although in recent years girls have been allowed to join the sixth forms of boys' schools. Independent schools also include religious schools (Jewish, Catholic, Muslim, etc.) and schools for ethnic minorities.

### **Higher education**

Students normally enter University from 18 and study for an Academic Degree. Apart from a single private university, all undergraduate education is largely state financed (with tuition fees set at a maximum index-linked £3,225 per year).

The typical first degree offered at British universities is the Bachelor's degree (typically three years). During a first degree students are known as undergraduates. Many institutions now offer an undergraduate Master's degree as a first degree, typically lasting four years. Some universities offer a vocationally-based Foundation degree, typically two years in length for those students who hope to continue to take a first degree but wish to remain in employment.

#### **1 Answer the following questions:**

1. At what age do British children go to school?
2. What types of school exist in Britain?
3. What age do British pupils normally take exams?
4. How can they enter Universities and colleges?
5. Which types of British universities do you know?
6. What degrees do British students receive on leaving universities?

#### **2.Translate from Russian into English:**

Обязательное школьное образование

Государственные , общеобразовательные, средние школы

Профессиональное образование

Оплата за учебу

Поступить в университет, семестр.

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## **CHAPTER V. Cultural life, Customs and Traditions**

**Read the vocabulary:**

old-fashioned –старомодный	bizarrely-странно
garter flashes-надеть подвязку	a sporran - кожаная сумка с мехом
a light plaid – светлого цвета	fastened -застегнутый
catwalk –подиум	ginger- имбирь
a significant –значительный	shift -изменение
parsley –петрушка	consumption -потребление
to flourish- процветать	enormous-огромный
underfloor heating-подогрев полов	

Every nation and every country has its own traditions and customs. Traditions make a nation special. Some of them are old-fashioned and many people remember them, others are part of new people's life.

You cannot really imagine Britain without all its traditions, this integral feature of social and private life of the people living on the British Isles that has always been an important part of their life and work. Some British customs and traditions are known all over the world.

English traditions can be classified into several groups: traditions concerning the Englishmen's private life (child's birth, wedding, marriage, wedding anniversary); which are connected with families incomes; state traditions; national holidays, religious holidays, public festival, traditional ceremonies.

### **Homes and Houses**

Is an English man's home really his castle? Well not quite. Some typical British homes are the smallest in Europe, in fact they are downright pokey, with only an average usable floor space of 76m sq.( according to a new report by Bradford & Bingley).E.g. the Italians hae the most space - an average of 92m sq per dwelling, over a fifth larger than us Brits enjoy.

The report undertaken by the Centre for Economics & Business Research for Bradford & Bingley compares the UK property market to Germany, France, Italy and Spain. It reveals British living space per home is 12 percent smaller than the average Spanish home, 14 percent smaller than in Germany and 16 percent smaller than in France.

These figures are more surprising when the types of properties are taken into account as over four-fifths of British households prefer to live in a house. The report reveals that 82 percent of British families live in a house and only 15 percent live in a flat. This is in stark contrast to families on continental Europe where flats are more popular. In Spain, Italy and Germany more than 50 percent of families live in a flat and France is not far behind with 41 percent. Yet almost bizarrely the average British family home has the least usable living space of the countries.



An Englishman's home is as much his castle as it was 100 years ago - even if today's castle has solar panels, home cinema and underfloor heating. But both the role and the look of the home are changing. Social, cultural and economic factors are changing the face of British home life.

### National Dress in Britain

One of the most famous national costumes in the world is that worn **in Scotland**, the kilt, however some people say that the kilt is not as traditional as some would have it. Be that as it may it is certainly what people associate with Scotland, along with whisky and haggis that is. Some people consider it very bad luck to wear a kilt in a tartan that does not belong to your family. Just to remind you should you visit Scotland any time - the men do not wear skirts - they wear kilts - and don't you forget it!



Today traditional dress for men in Scotland is a kilt with a shirt, waistcoat and tweed jacket, stockings with garter flashes, brogue shoes and a sporran. A bonnet is often worn displaying the clan crest.

Traditionally ladies don't wear kilts, they do however wear dresses or pleated skirts in a tartan material. More often though they wear a light plaid or shawl of tartan material,



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**Welsh National dress** is relatively young and not as famous as Scottish National dress. Still they do have a National costume, but it's the way the ladies dress that is well known, in fact there isn't really a National costume men although recently through the rise of nationalism in Wales a tartan has been created and tartan trousers or kilts often worn.

For the ladies the typical Welsh costume consists of a hat, made of black felt, with a high crown and wide brim, which is worn over a lace cap. A red flannel shawl is worn over a crisp white blouse, and a full skirt made of wool with a black and white check pattern and a starched,

white apron. Proper Welsh ladies always wore black woolen stockings and black shoes and carried a basket, made from willow withies.



Irish National Dress English has without a doubt become the global language.

With the revival of Irish dancing, **the traditional Irish costume** has become associated with the bright flamboyant costumes worn by traditional Irish dancers. However in ancient Ireland people were more likely to be seen wearing 'leine' (Irish for shirt), trews (Irish for trousers) and long cloaks fastened with a brooch.

All in all there are a lot of myths and legends surrounding many of the so called 'traditional' costumes. Often when you do some real historical research you will find that they aren't that old or traditional.

Unfortunately **the English** don't really have a traditional National Dress as such. In one notorious episode during the Miss World pageant the English contestant came out wearing a Beefeater's costume, it was very embarrassing I can tell you.

There have been calls over the years to create a costume, but as usual no-one can decide on what it should look like. Even Henry VIII got in on the act and commissioned an artist called Van Dyck to create an English National Costume, this also failed. So for lack of anything else I will leave you with the following picture of the nearest thing - a Beefeater costume as worn by Miss England.

### **UK Fashion**

Currently riding on a high again for its fashion, Britain has some of the most cutting-edge designers around. The 'British Fashion Pack', including John Galiano, Stella McCartney and Alexander McQueen, is creative, original and often controversial. Big fashion houses such as Chanel, Givenchy and Chloe snap up the hottest new talent. Love them or hate them, they keep the rest of the fashion world on its toes and celebrities like Sadie Frost, Gwyneth Paltrow and Kate Moss very well dressed.

Off the catwalk, Britain is still riding on the 'Cool Britannia' vibe it enjoys overseas – all that is vintage, all that is heritage, all that is the 'New Mod'. London's Carnaby Street was the original home of British fashion in the 1960s and it's alive again with concept stores for vintage, street and sports brands like Puma, Ben Sherman, Fred Perry and Lambretta. There are loads of 2nd hand clothes stores around Covent Garden and Portobello market for cool rejects. Away

from the capital, city centres like Manchester and Leeds are home to individual boutiques original, up-to-the-minute designs.

All this cutting-edge fashion ensures that young Brits are a pretty well-dressed bunch. City-centre institutions like French Connection, Oasis and Next are cheerfully mobbed at weekends. You'll soon notice a few distinct tribes –label-conscious clubbers (Cockfighter and Libertine for boys, Preen and Marc Jacobs for girls), 'Gentry Geezers' clad in Burberry, Pringle and Hackett, and outdoor types who won't go anywhere without a Berghaus fleece.

Those keen on snapping up the latest threads for less will find bargain-priced designer outlets at various locations around the country. The best place for good value latest trends is Top Shop, with branches nationwide. Also try H&M for high street copies of catwalk pieces for men and women .

London Fashion week held in February and September is the main UK fashion event attracting the glare of the world's style gurus. Hobbs Show in Bristol around March is another well-known fashion-fest showcasing raw new talent.

### **British Food**

Yes, The British do have a wide and varied cuisine in Britain today, no more do they suffer under the image of grey boiled meat! After years of disparagement by various countries (especially the French) Britain now has an enviable culinary reputation. In fact some of the great chefs now come from Britain, I kid you not!

However Britain's culinary expertise is not new! In the past British cooking was amongst the best in the world. Mrs Beeton is still one of the renowned writers of cookery books, her creations have now gained international popularity, years after her death.

Traditional British cuisine is substantial, yet simple and wholesome. We have long believed in four meals a day. Our fare has been influenced by the traditions and tastes from different parts of the British empire: teas from Ceylon and chutney, kedgeree, and mulligatawny soup from India.

**A brief history.** British cuisine has always been multicultural, a pot pourri of eclectic styles. In ancient times influenced by the Romans and in medieval times the French. When the Frankish Normans invaded, they brought with them the spices of the east: cinnamon, saffron, mace, nutmeg, pepper, ginger. Sugar came to England at that time, and was considered a spice -- rare and expensive. Before the arrival of cane sugars, honey and fruit juices were the only sweeteners. The few Medieval cookery books that remain record dishes that use every spice in the larder, and chefs across Europe saw their task to be the almost alchemical transformation of raw ingredients into something entirely new (for centuries the English aristocracy ate French food) which they felt distinguished them from the peasants.

During Victorian times good old British stodge mixed with exotic spices from all over the Empire. And today despite being part of Europe we've kept up our links with the countries of the former British Empire, now united under the Commonwealth.

One of the benefits of having an empire is that the British did learn quite a bit from the colonies. From East Asia (China) they adopted tea (and exported the habit to India), and from India they adopted curry-style spicing, they even developed a line of spicy sauces including ketchup, mint sauce, Worcestershire sauce and deviled sauce to indulge these tastes. Today it would be fair to say that curry has become a national dish.

Among English cakes and pastries, many are tied to the various religious holidays of the year. Hot Cross Buns are eaten on Good Friday, Simnel Cake is for Mothering Sunday, Plum Pudding for Christmas, and Twelfth Night Cake for Epiphany.

Unfortunately a great deal of damage was done to British cuisine during the two world wars. Britain is an island and supplies of many goods became short. The war effort used up goods and services and so less were left over for private people to consume. Ships importing food stuffs had to travel in convoys and so they could make fewer journeys. During The Second World War food rationing began in January 1940 and was lifted only gradually after the war. The British tradition of stews, pies and breads, according to the taste buds of the rest of the world, went into terminal decline. What was best in England was only that which showed the influence of France, and so English food let itself become a gastronomic joke and the French art of *Nouvell Cuisine* was adopted.

**In the late 1980's**, British cuisine started to look for a new direction. Disenchanted with the overblown (and under-nourished) *Nouvelle Cuisine*, chefs began to look a little closer to home for inspiration. Calling on a rich (and largely ignored) tradition, and utilising many diverse and interesting ingredients, the basis was formed for what is now known as modern British food. Game has enjoyed a resurgence in popularity although it always had a central role in the British diet, which reflects both the abundant richness of the forests and streams and an old aristocratic prejudice against butchered meats.

In London especially, one can not only experiment with the best of British, but the best of the world as there are many distinct ethnic cuisines to sample, Chinese, Indian, Italian and Greek restaurants are amongst the most popular.

Although some traditional dishes such as roast beef and Yorkshire pudding, Cornish pasties, steak and kidney pie, bread and butter pudding, treacle tart, spotted dick or fish and chips, remain popular, there has been a significant shift in eating habits in Britain. Rice and pasta have accounted for the decrease in potato consumption and the consumption of meat has also fallen. Vegetable and salad oils have largely replaced the use of butter.

Roast beef is still the national culinary pride. It is called a "joint," and is served at midday on Sunday with roasted potatoes, Yorkshire pudding, two vegetables, a good strong horseradish, gravy, and mustard.

Today there is more emphasis on fine, fresh ingredients in the better restaurants and markets in the UK offer food items from all over the world. Salmon, Dover sole, exotic fruit, Norwegian prawns and New Zealand lamb are choice items. Wild fowl and game are other specialties on offer.

In fact fish is still important to the English diet, we are after all an island surrounded by some of the richest fishing areas of the world. Many species swim in the cold offshore waters: sole, haddock, hake, plaice, cod (the most popular choice for fish and chips), turbot, halibut, mullet and John Dory. Oily fishes also abound (mackerel, pilchards, and herring) as do crustaceans like lobster and oysters. Eel, also common, is cooked into a wonderful pie with lemon, parsley, and shallots, all topped with puff pastry.

### **Regional Specialities**

Despite recent setbacks beef is still big industry in England, and the Scottish Aberdeen Angus is one of our most famous beef-producing breeds. Dairy cattle are also farmed extensively -- England is famous for its creams and butters and for its sturdy and delicious cheeses: Stilton, Cheshire and its rare cousin blue Cheshire, double Gloucester, red Leicester, sage Derby, and of course cheddar.

Some of our more interesting dishes include: Beefsteak, Oyster, and Kidney Pudding: Oysters may seem unlikely in this meat pudding, but their great abundance in the Victorian age and earlier eras inspired cooks to find ways to incorporate them creatively in many different recipes. This steamed pudding combines the meats with mushrooms, onions, tomatoes, and Worcestershire, then wraps the whole in a suet pastry.

Black Pudding: invented in Stornoway, Isle of Lewis black pudding is often served as part of a traditional full English breakfast *The Great British Breakfast!*

"And then to breakfast, with what appetite you have." Shakespeare

The great British breakfast is famous (or notorious) throughout the world! Actually nowadays it is a bit of a myth, today many British people are more likely to have a bowl of cornflakes or a cup of coffee with a cigarette than to indulge in the wonders of this feast!

However that is not to say that the traditional breakfast is dead, far from it, it's just not often eaten every day of the week. Speaking as a true Brit I occasionally push the boat out and treat myself to the full monty (not to be confused with the film of the same name).

The typical English breakfast is a 19th century invention, when the majority of English people adopted the copious meal of porridge, fish, bacon and eggs, toast and marmalade, that has now appeared on English breakfast tables for 100 years.

The annual consumption in the United Kingdom is 450,000 tonnes of bacon, 5,000 tonnes of sausages and millions of eggs, so you can see the Great British Breakfast is very much alive and well. It has retained its popularity as one of the country's favourite meals, and survived a whole series of eating trends and food fads.

### **British Music**

Music of the United Kingdom refers all forms of music associated with the United Kingdom and its people since its formation in 1707. It is informed by the History of the United Kingdom as a union of four countries, each with their own musical traditions including Church music, court and popular music that we now term folk music. Church music and religious music in general had been profoundly affected by the Reformation from the sixteenth century, which curtailed many of the events associated with such music and forced the development of a distinctive national music of worship and belief. In contrast court music, although having many unique elements remained much more integrated into wider European culture, often drawing on composers born in continental Europe as it developed into modern classical music. It began to obtain clear national identities in the components of the United Kingdom towards the end of the nineteenth century, producing many composers and musicians of note and drawing on the folk tradition.

Folk music flourished until the era of industrialisation when it began to be replaced by new forms of popular music, including Music hall and brass bands. Realisation of this led to two folk revivals, one in the later nineteenth century and the mid-twentieth, which kept folk music as an important sub-culture within society. In the early twentieth century American influences became most dominant in popular music, with young performers producing their own versions of American music, including rock n' roll from the late 1950s and developing a parallel music scene. This led to the explosion of the 'British Invasion' of America of the early 1960s, spearheaded by The Beatles, from which point rock music and popular music in general became something of an Anglo-American collaboration, with movements on one side of the ocean being exported to the other, where they tended to be adapted and turned into new movements, only to be exported back again. As a result of these factors the United Kingdom had remained a major source of musical innovation and participation in the modern era.

Folk Music, Folk Song and Folk Dance are comparatively recent expressions, being extensions of the term Folk lore, coined in 1846 by the English antiquarian William Thoms to describe "the traditions, customs, and superstitions of the uncultured classes." The term is further



derived from the German expression Volk, in the sense of "the people as a whole" as applied to popular and national music by Johann Gottfried Herder and the German Romantics over half a century earlier.

Although English folk ballads and customs like morris dancing (a ritual dance performed with sticks to the accompaniment of fiddle and/or accordion) have existed for hundreds of years or more, they were performed in rural communities and generally not exposed to the wider world. But that began to change in the early 20th century with the work of song collectors Francis James Child and Cecil Sharp. Were it not for them the English folk/folk-rock scene as it exists today would not have developed without the pioneering work of those two men. The repertoires of many currently active performers include songs collected by Child, Sharp or both.

Child, a native of Boston, Massachusetts, who graduated from Harvard in 1846, produced the five volume set *The English and Scottish Popular Ballads*, which contains 305 songs and has become an invaluable sourcebook for performers looking to add to their repertoires. In 1903, Cecil Sharp bicycled around England collecting ballads and tunes. He lectured about his findings and in 1911 formed the English Folk Dance Society (which merged with the Folk Song Society to become the English Folk Song and Dance Society in 1932). Sharp continued his research by traveling to Appalachia in 1916 and there found songs that had English roots.

The English folk revival's first wave came in the 1960s, with performers such as the Young Tradition, the Watsons, Davey Graham, Pentangle and Fairport Convention. The Young Tradition and the Watsons emphasized close harmony a capella singing and focused on traditional ballads. Guitarist Graham created the "folk baroque" school, blending traditional melodies with the elegance of baroque and classical music. The acoustic-based quintet Pentangle further explored that style by adding jazz-influenced instrumental techniques and rhythms. Fairport Convention started out as a psychedelic-era pop/folk band, playing original songs as well as interpretations of Bob Dylan tunes. But when vocalist Sandy Denny joined in 1968, she introduced the group to her repertoire of traditional ballads. This began a major change for the band, which was manifest on the 1969 release *Liege & Lief*. This landmark album, generally considered the seminal English folk-rock recording, consisted of adaptations of traditional ballads and tunes along with new songs. That recording inspired several generations of musicians and that Fairport lineup included several musicians whose solo careers later added their own stamps to the development of English folk-rock. Bassist Ashley Hutchings, for instance, was a founding member of Steeleye Span, the other great English folk-rock group.

Inspired by Fairport Convention and Steeleye Span, a number of other folk rock bands appeared in the 1970s, but none of those bands lasted more than a few years. In 1980s that punk-influenced folk-rockers like Billy Bragg and the Men They Couldn't Hang appeared. This spirit



strongly affected one time country-dance unit Oyster Ceilidh Band, which evolved into Oysterband and whose catchy original songs were (and are) propelled by rocked-up folk-dance rhythms. Along side the punk-folkers, veterans remained active. Martin Carthy teamed up with accordionist John Kirkpatrick and a brass section to form Brass Monkey. Also sporting a brass section was the regal sounding and fully electric band Home Service.

Led by Eliza Carthy (daughter of Martin Carthy and Norma Waterson) and Yorkshire's Kate Rusby, the next generation of English roots musicians began to appear in the late 1990s. They're a talented and diverse bunch, but one thing that binds them together is that all are adventurous musically, equally comfortable playing in solo situations or with bands

Music is an essential part of British culture. The need and appreciation for music is evident in the everyday lives of people for it is heard in movies, on television and throughout all forms of audio media. The majority of people also choose to listen to music for pleasure so it is not surprising, considering the bombardment of music one is faced with, that music can be an instrument of social influence and change. Music is a powerful form of communication. It can be personal, political, opportunistic, and can be self-expressive with therapeutic effects due to the release of emotion.

Pop music is an important part of British culture, not just as an expression of Englishness, but as an indicator of the multi-cultural nature of Britain today. The Beatles first arrived on the Liverpool music scene in the early 60's creating a huge controversial craze among their fans known as Beatle Mania.

### **Theatre**

From its formation in 1707, the United Kingdom has had a vibrant tradition of theatre, much of it inherited from England and Scotland. Theatre was introduced from Europe to England by the Romans and auditoriums were constructed across the country for this purpose. By the medieval period theatre had developed with the mummers' plays, a form of early street theatre associated with the Morris dance, concentrating on themes such as Saint George and the Dragon and Robin Hood. These were folk tales re-telling old stories, and the actors travelled from town to town performing these for their audiences in return for money and hospitality. The medieval mystery plays and morality plays, which dealt with Christian themes, were performed at religious festivals. The reign of Elizabeth I in the late 16th and early 17th century saw a flowering of the drama and all the arts. Perhaps the most famous playwright in the world, William Shakespeare, wrote around 40 plays that are still performed in theatres across the world to this day. They include tragedies, such as Hamlet (1603), Othello (1604), and King Lear (1605); comedies, such as A Midsummer Night's Dream (1594—96) and Twelfth Night (1602); and history plays, such as Henry IV, part 1—2. The Elizabethan age is sometimes nicknamed

"the age of Shakespeare" for the amount of influence he held over the era. Other important Elizabethan and 17th-century playwrights include Ben Jonson, Christopher Marlowe, and John Webster.

During the Interregnum 1642—1660, English theatres were kept closed by the Puritans for religious and ideological reasons. When the London theatres opened again with the Restoration of the monarchy in 1660, they flourished under the personal interest and support of Charles II. Wide and socially mixed audiences were attracted by topical writing and by the introduction of the first professional actresses (in Shakespeare's time, all female roles had been played by boys). New genres of the Restoration were heroic drama, pathetic drama, and Restoration comedy. The Restoration plays that have best retained the interest of producers and audiences today are the comedies, such as William Wycherley's *The Country Wife* (1676), *The Rover* (1677) by the first professional woman playwright, Aphra Behn, John Vanbrugh's *The Relapse* (1696), and William Congreve's *The Way of the World* (1700). Restoration comedy is famous or notorious for its sexual explicitness, a quality encouraged by Charles II (1660–1685) personally and by the rakish aristocratic ethos of his court.

In the 18th century, the highbrow and provocative Restoration comedy lost favour, to be replaced by sentimental comedy, domestic tragedy such as George Lillo's *The London Merchant* (1731), and by an overwhelming interest in Italian opera. Popular entertainment became more important in this period than ever before, with fair-booth burlesque and mixed forms that are the ancestors of the English music hall. These forms flourished at the expense of legitimate English drama, which went into a long period of decline. By the early 19th century it was no longer represented by stage plays at all, but by the closet drama, plays written to be privately read in a "closet" (a small domestic room).

A change came in the late 19th century with the plays on the London stage by the Irishmen George Bernard Shaw and Oscar Wilde and the Norwegian Henrik Ibsen, all of whom influenced domestic English drama and vitalised it again.

Today the West End of London has a large number of theatres, particularly centred around Shaftesbury Avenue. A prolific composer of the 20th century Andrew Lloyd Webber has dominated the West End for a number of years and his musicals have travelled to Broadway in New York and around the world, as well as being turned into films.

The Royal Shakespeare Company operates out of Shakespeare's birthplace Stratford-upon-Avon in England, producing mainly but not exclusively Shakespeare's plays.

Important modern playwrights include Alan Ayckbourn, John Osborne, Harold Pinter, Tom Stoppard, and Arnold Wesker.

### **Popular British Holidays**

**Guy Fawkes Day** aka Bonfire Night - November 5<sup>th</sup>. This popular British rhyme is often spoken on Bonfire Night, in memory of the Gunpowder Plot: Remember, remember the 5th of November Gunpowder, treason and plot. I see no reason that gunpowder treason Should ever be forgotten.



The smell of gunpowder smoke and the snap and crackle of bonfires will fill the capital in the run up to Bonfire Night. Thousands of revellers will line London's parks to "ooh" and "aah" as the city explodes into colour, in remembrance of Guy Fawkes (Guido Fawkes) and his foiled plot to blow up Parliament and the King in 1605.

Guy Fawkes was born in Yorkshire in 1570. A convert to the Catholic faith, Fawkes had been a soldier who had spent several years fighting in Italy. It was during this period that he adopted the name Guido (Italian for Guy) perhaps to impress the ladies!

'Guy Fawkes Day' also known as 'Bonfire Night' or 'Fireworks Night' by some, marks the date, November 5, 1605, when Guy Fawkes and his fellow conspirators attempted to kill King James I and the Members of Parliament and to blow up the Houses of Parliament.

This conspiracy arose as a reaction to the persecution of Catholics under the rule of King James, a Protestant. Infuriated by the failure of King James, the son of the passionately Catholic Mary Queen of Scots, to grant more toleration to Catholics. Four other Catholics joined with Fawkes in his plans including Robert Catesby. Catesby made a fatal error and invited other Catholics to join the plot until there were 60 plotters in all, you try keeping a secret when 60 people know about it.

Thomas Percy rented a cellar beneath the Palace of Westminster and 36 barrels of gunpowder were placed in the cellars of the Houses of Parliament. But Francis Tresham betrayed the conspiracy in a letter to his brother-in-law Lord Monteagle, warning him not to attend

parliament. Monteagle told the government and Fawkes was caught red handed in the cellars under Parliament, with a box of matches in his pocket and a guilty expression on his face! His fellow conspirators fled but many were killed or arrested and 9 members of the 60+ plotters, including Fawkes, were hung, drawn and quartered in January 1606.

Comedians down the ages have said that he was "The only man ever to have entered Parliament with honest intentions."

In London, bonfires were lit to celebrate the discovery of the plot soon after Fawkes was discovered and In 1606 Parliament agreed to make 5th November a day of public thanksgiving and ever since then the day has been celebrated with fireworks and bonfires. However, it is not a public holiday.

Today children still make stuffed figures with masks as effigies of Guy Fawkes. They call these figures guys and display them in the streets. Some even use the traditional formula of "A penny for the guy" when asking passersby for money (which is spent on fireworks). The guys then become the centre-piece of bonfires on the night of November 5 when fireworks light up the sky over most of Britain.

November 5 and any other day appointed for church bells to be rung is also called Ringing Day. On this day bells are rung by order of Parliament to mark the deliverance of the King and his government at the exposure of the Gunpowder Plot. It is customary to give the ringers money and drinks.

One of the largest events in the UK is the Bridgwater Carnival in Bridgwater, Somerset dating back to the 1605 gunpowder plot. The procession is held each year on the Thursday nearest to November 5. It is an illuminated procession that takes about two hours to pass with over 130 entries made by various local carnival clubs. After the carnival, an annual squibbing display is held along the Bridgwater High Street when over 100 squibs (small fireworks) are set off simultaneously.

Many people hold bonfire parties and BBQs (even though it is usually really cold) and invite their friends to gather around the fire with them. However, because of the rising number of accidents that occur every year many communities hold professionally organised public displays. Some of the venues for these public bonfires are in parks, fields, and on hills.

Some of the traditional food eaten at this time of year includes:-

Sausages (called bangers), a good hearty soup, baked potatoes, bonfire toffee and parkin - a sweet, sticky cake.

New laws were introduced to control the use of fireworks in 2004 with an £80 on-the-spot fine for anyone caught breaking them. They include:-It is an offence for any person under the age of 18 to possess adult fireworks in a public place (all fireworks except sparklers and party

poppers). It is an offence to possess category 4 fireworks (professional display fireworks) unless you are a licenced pyrotechnics professional. It is an offence to supply fireworks to anyone under the age of 18.

### **Christmas Eve - December 24th**

In England less emphasis is placed on Christmas Eve than in other countries, much more is made of Christmas Day. Carol singing, midnight church services and going out to the pub are some of the activities that many families enjoy (sometimes all three activities can be combined into one fun night out!).

Night time on Christmas Eve though is a very exciting time for young children. It is the time when Santa or Father Christmas comes. They hang up their stockings and go to sleep. Santa and his elves make all the toys for Christmas in his home in Greenland. On Christmas Eve he piles all of the toys onto his sleigh and rides across the sky with his 9 reindeer (Dasher, Dancer, Prancer, Vixen, Comet, Cupid, Donner (or it may be Donder), Blitzen and of course ... Rudolf!). The most famous one is Rudolf the who is always the one at the front, to lead the way with his red nose. In the morning when the children wake up they open their stocking presents. Traditionally on Christmas Eve mince pies and sherry (or milk) are left out for Santa and nowadays carrots are left for his reindeer. Most children are in bed way before midnight waiting for Santa to visit.

The origins of the now traditional **Christmas Celebration**, distinct from earlier pagan winter holidays, date to sixth century England. By the middle ages, it was a well established important holiday, with traditional pageantry, customs, music and feasting all its own. Customs from pre Christian days were incorporated into the Celebrations, and many still remain.

However in 1647, the English parliament passed a law that made Christmas illegal, all festivities were banned by the Puritan leader Oliver Cromwell, who considered feasting and revelry on what was supposed to be a holy day to be immoral. The ban was lifted only when Cromwell lost power in 1660.

In Britain, **the Holy Days and Fasting Days Act of 1551** (which has not yet been repealed) states that every citizen must attend a Christian church service on Christmas Day, and must not use any kind of vehicle to get to the service There are a large number of Britons who break this law every year. The law may have been intended to encourage humility by forcing even the wealthy to attend the church on foot, or perhaps it was simply to avoid the traffic and parking crush that universal attendance would otherwise have brought about.

Later, during Queen Victoria's reign, Christmas became a time for gift giving, and a special season for children.



**St Patrick's Day - March 17<sup>th</sup>.** St Patrick (c.389-c.461) is the patron saint of Ireland (and strangely enough Nigeria). He was an ancient Briton living during the time when Britain was a colony of the Roman Empire. He was reared in a Christian home and the family lived in what we now know of as Wales. When he was sixteen he was captured by pirates from across the Irish Sea and taken to Ireland. While working as a shepherd, he had a great spiritual experience and decided that he must serve God in some special way. He returned to his native land and trained as a priest, travelling to Gaul (now France) for some of his studies. Eventually, he returned to Ireland as a missionary.

St. Patrick's work in Ireland transformed the country. Legend has it that he drove all the snakes out of Ireland and they all went into the sea and drowned. The snake was a revered pagan symbol, and perhaps this is a metaphor for the fact that he drove paganism out of Ireland. Whatever the truth of the matter, there are to this day no venomous snakes in Ireland. He is said to have converted the country's druids by calling down heavenly fire to show the power of the One True God. And he taught people about the mystery of the Trinity by using a shamrock leaf and made the shamrock the symbol of Ireland.

In Ireland, March 17th is a public holiday in celebration of his life and death. It is also a day when most people attend church. Shamrocks are sold on the preceding days and sent along with greeting cards to friends and family abroad. The day is usually regarded in Ireland as announcing the coming of spring. Dances and parties are held. The traditional dish is boiled bacon and cabbage, but you might prefer to try the Soda Bread recipe on the recipes page.

The feast day of St. Patrick, the patron saint of Ireland, is celebrated all over the world wherever Irish exiles gather. Many wear a shamrock or a little favour showing a golden harp on a bit of green ribbon.

St Georges Day - April 23<sup>rd</sup>.

**St David's Day - March 1<sup>st</sup>** St. David (c.520-588), or Dewi as he is called in Welsh, is the patron saint of Wales. He was the son of a cheftain from Cardigan, Wales. He founded twelve monasteries across the country from Croyland to Pembrokeshire and went on pilgrimage to Jerusalem. Once there he was consecrated a bishop. His life and work made a lasting impression on Wales.

It is believed that St. David was born in the 6th Century in Henfynw in Cardigan. His principal monastery where he was the founder and first abbot-bishop of Menevia, is now called St. David's in Dyfed, South Wales.

St David's day isn't as wild as St Patrick's day in Ireland, however it is commemorated by patriotic Welsh people by wearing a daffodil or, believe it or not, a leek. Both plants are

traditionally regarded as the national emblems of Wales and the traditional dish to eat on St. David's Day is leeks. Leek and potato soup is nice.

### **Edinburgh Festival**

There is no 'one' Edinburgh Festival. It all began in 1947, with the aim of providing 'a platform for the flowering of the human spirit'. Right from the start people were inspired to put on shows of their own, and these soon grew into the Edinburgh Festival Fringe. Since then half a dozen or so festivals have grown up around it in August and early September, and collectively these are often known as 'the Edinburgh Festival'.

The Edinburgh Festival Fringe is often called the Edinburgh Fringe and sometimes just "the Fringe".

**The Highland games** are events held throughout the year in Scotland and other countries as a way of celebrating Scottish and Celtic culture and heritage, especially that of the Scottish Highlands. It is reported in numerous books and Highland games programs, that King Malcolm III of Scotland, in the 11th century, summoned contestants to a foot race to the summit of Craig Choinnich. King Malcolm created this foot race in order to find the fastest runner in the land to be his royal messenger. Some have seen in this apocryphal event the origin of today's modern Highland games.

During various times of English occupation, from before the Wars of Independence to the suppression after the Jacobite wars, the men of Scotland were forbidden to bear or train with arms, in an attempt to prevent another popular Scottish uprising. Scots continued to train for war; they simply did so with the implements of war replaced with the implements of the Highland games. Certain aspects of the games are so well known as to have become emblematic of Scotland, such as the bagpipes, the kilt, and the heavy events, especially the caber toss. While centred on competitions in piping and drumming, dancing, and Scottish heavy athletics, the games also include entertainment and exhibits related to other aspects of Scottish and Gaelic culture. In the Highlands families or clans started the Games hundreds of years ago. Some of the sports are international: the high jump and the long jump, for example. But other sports happen only at the Highland Games. One is tossing the Caber. "Tossing" means throwing, and the caber is a long, heavy piece of wood. In tossing the caber you lift the caber (it can be five or six metres tall) and then you throw it as far as you could. Scottish hammer throw: This event is similar to the hammer throw as seen in modern-day track and field competitions, though with some differences. In the Scottish event, a round metal ball (weighing 16 or 22 lb for men or 12 or 16 lb for women) is attached to the end of a shaft about 4 feet in length and made out of wood, bamboo, rattan, or plastic. With the feet in a fixed position, the hammer is whirled about one's



head and thrown for distance over the shoulder. Hammer throwers sometimes employ specially designed footwear with flat blades to dig into the turf to maintain their balance and resist the centrifugal forces of the implement as it is whirled about the head. This substantially increases the distance attainable in the throw.

**1. Answer the following questions**

1. What plays written by W.Shakespeare do you know?
2. When is Guy Fawkes night celebrated?
3. Which more recent modern rock groups do you know?
4. What events take place at Scottish Highland Games?

**2. Render the following statements into Russian**

1. These figures are more surprising when the types of properties are taken into account as over four-fifths of British households prefer to live in a house.
2. With the revival of Irish dancing, the traditional Irish costume has become associated with the bright flamboyant costumes worn by traditional Irish dancers.
3. Although some traditional dishes such as roast beef and Yorkshire pudding, Cornish pasties, steak and kidney pie, bread and butter pudding, treacle tart, spotted dick or fish and chips, remain popular, there has been a significant shift in eating habits in Britain.
4. Many of the more recent successful forms, subgenres, and artists of rock and pop music have originated or found their greatest success in the UK.

**3.Choose the correct one from the three possibilities**

1. An Englishman`s home is his ... a)security b)castle c)mansion
2. Many .... make light work. a) servants b) hands c) cooks
- 3.Birds of a ... flock together. a)family b)cage c)feather

## CHAPTER VI British Media



To evolve-развиваться

Inevitable-неизбежный

Restraint-ограничение

broadband connection-широполосная передача Circulation-тираж

To benefit-получать выгоду

To find a gap-найти нишу

censorship restrictions- ограничения цензурой

to be targeted at-нацелена на

fierce competition-яростная конкуренция

Expanded-расширенный

To be merged- связаны

The term “media” may include any communication system by which people are informed, educated or entertained. In Britain it generally refers to the print industries (the press or newspapers and magazines) and broadcasting (terrestrial or earth-based television, cable and satellite television, radio and video). These systems overlap to some extent with each other and with books, film and the Internet, are profitable businesses; and are tied to advertising, sponsorship, commerce and industry.

The media have evolved from simple methods of production, distribution and communication to their present sophisticated technologies. Their growth and variety have greatly improved information dispersal, news availability and entertainment opportunities. They cover homes, places of business and leisure activities and their influence is very powerful and an inevitable part of daily life.

But the media provoke debates about what is socially and morally permissible in their content and methods. Questions are asked about the role of advertising and sponsorship, the quality of services provided the alleged danger of the concentrated ownership of media resources, influence on politics, restraint about “free expression” and the ethical responsibility of the media to individuals and society.

## **The print media**

The print media (newspapers and magazines) began to develop in the 18<sup>th</sup> century. Initially, a wide circulation was hindered by transportation and distribution problems, illiteracy and government licensing or censorship restrictions. But over the last two hundred years, an expanded educational system, abolition of governmental control, new print inventions and Britain's small area have eliminated these difficulties and created allegedly free print media. The growth of literacy after 1870 provided the owners of the print media with an increased market. Newspapers and magazines, which had previously been limited to the middle and upper classes, were popularized.

They were used for news and information, but also for profit and entertainment. Ownership, new types of print media and financially rewarding advertising increased in the competitive atmosphere of the late nineteenth and early twentieth centuries. Owners also realized that political and social influence could be achieved through control of the means of communication.

### **National newspapers**

National newspapers are those which are mostly published from London (with some regional versions) and are available in all parts of Britain on the same day, including Sundays. Many are delivered direct to the home from local newsagents by newsboys and girls. The good internal distribution systems of a compact country enabled a national press to develop, and Internet online copies now offer updated and immediate availability. The first British newspapers with a limited national circulation appeared in the early eighteenth century and were followed by others, such as *The Times* (1785), *the Observer* (1791) and *the Sunday Times* (1822).

But most were so-called 'quality' papers, catering for a relatively small, educated market.

In the nineteenth century, the growth and composition of the population conditioned the types of newspaper which were produced. The first popular national papers were deliberately printed on Sundays, such as *the News of the World* (1843) and *the People* (1881). They were inexpensive and aimed at the expanding and increasingly literate working class. In 1896, Alfred Harmsworth produced the *Daily Mail*, which was targeted at the lower-middle class as an alternative to the 'quality' dailies. Harmsworth then published the *Daily Mirror* in 1903 for the working-class popular market. Both the *Mail* and the *Mirror* were soon selling more than a million copies a day.

The early twentieth century was the era of mass-circulation papers and of owners such as Harmsworth and Arthur Pearson. There was fierce competition between them as they fought for bigger shares of the market. Pearson's *Morning Herald* (later the *Daily Express*) was created in 1900 to compete with the *Daily Mail* for lower-middle-class readers.

The Daily Mirror was the largest-selling national daily in the early twentieth century. It supported the Labour Party and was designed for quick and easy reading by the industrial and increasingly politicized working class. The Daily Herald (1911) also supported the Labour Party, until it was sold in 1964, renamed the Sun and developed different political and news emphases. The competition between the Sun and Mirror continues today, with each aiming for a bigger share of the mass daily market. Battles are still fought between owners, since newspaper-ownership is concentrated in a few large publishing groups, such as Rupert Murdoch's News International (which has large media holdings in Britain, Australia and the USA) and Trinity Mirror.

The success of the early popular press was due to growing literacy; a desire for knowledge and information by the working class; and political awareness among workers caused by the rise of the Labour Party. Newspaper owners profited by the huge market, but they also satisfied demand. The price and content of mass papers reflected lower-middle- and working-class readerships. This emphasis attracted large consumer advertising, and owners were able to produce cheaply by using modern printing methods and a nationwide distribution network.

The circulation of national papers rose rapidly, with 5.5 million daily sales by 1920. By 1973 these had increased to 17 million. But newspapers had to cope first with the competition of radio and films and later with television. Although they have survived, there has, since the 1970s, been a decline in sales and in the number of national and other newspapers.

Surveys find that Britons buy more papers than any other Europeans. Some 50 per cent of people over fifteen read a national daily paper and 70 per cent read a national Sunday newspaper. National newspapers have sales of 13.5 million on weekdays and 14.8 million on Sundays, but on average two people read each paper.

The national press in Britain today consists of ten daily morning papers and nine Sunday papers. It is in effect a London press, because most national newspapers have their bases and printing facilities in the capital, although editions of some nationals are now published outside London, in Europe and the USA. Most of them used to be located in Fleet Street in central London. But all have now left the street and moved to other parts of the capital. The reasons for these moves were high property rents, fierce competition and opposition from trade unions to the introduction of new printing technology. Newspapers and magazines have also had to face the expense of newsprint and rising production and labour costs. Heavy labour costs were due to the overstaffing and restrictive practices of the trade unions. Owners were forced into new ways of increasing productivity while cutting costs. Regional owners outside London had in fact pioneered the movement of newspapers and magazines into new print technology and London newspapers had to follow in order to survive.

New technology meant that journalists' 'copy' could be printed directly through computers, without having to use the intermediate 'hotmetal' typesetting by printers. This gave owners flexibility in their printing and distribution methods and cheaper production costs. It allowed them to escape from trade-union dominance and the concentration of the industry in London. But it also resulted in job reductions, trade union opposition and bitter industrial action such as picketing.

New technology, improved distribution methods and cuts in labour and production costs have increased the profitability of print industries. Despite the attraction of other media, they still have a considerable presence, although sales are declining. The business is very competitive and papers can suffer from a variety of problems. However, the high risks involved have not stopped the introduction of new newspapers.

The 'quality' national daily The Independent was published in October 1986 and survives despite circulation losses. Sunday nationals, such as The Independent on Sunday (1990), have also appeared. But other dailies have been lost.

National papers are usually termed 'quality' or 'popular' depending on their differences in content and format (tabloid or broadsheet). Others are called 'mid-market', fall between these two extremes and are tabloids.

The 'qualities' (such as The Times) are broadsheets (large-sheet), report national and international news in depth and analyse current events and the arts in editorials and articles. The populars (such as the Sun) are mostly tabloid (small-sheet), deal with relatively few 'hard news' stories, tend to be superficial in the material is sensationalized and trivialized. It cannot be said that the down-market populars are instructive, or concerned with raising the critical consciousness of readers. But owners and editors argue that their readership demands particular styles, interests and attitudes. 'Mid-market' papers, such as the Mail and Express, cater for intermediate groups. 'Qualities' are more expensive than populars and carry up-market advertising that generates essential finance. Populars carry less advertising and cater for more down-market material. However, the press takes much of the finance spent on total advertising in Britain.

There is no state control or censorship of the British press, although it is subject to laws of publication and expression and there are forms of self-censorship, by which it regulates its own conduct. The press is also financially independent of the political parties and receives no funding from government (except for Welsh-language community papers).

It is argued that most newspapers are politically right-of-centre and sympathize with the Conservative Party. But their positions are usually driven by readers' opinions and political slants in fact can vary considerably over time and under the influence of events. For example, the

small-circulation Morning Star has varied between Stalinist, Euro-Communist and Democratic Left views. Papers may have a political bias and support a specific party, particularly at election times, although this can change. A few, such as those of the Trinity Mirror group, support the Labour Party, some such as The Times and The Independent consider themselves to be independent, while others, such as The Guardian, favour a left-of-centre position. It appears that the British public receive a reasonable variety of political views from their newspapers.

The press is dependent for its survival upon circulation figures; upon the advertising that it can attract; and upon financial help from its owners. A paper may face difficulties and fail if advertisers remove their business.

In fact all the media are currently experiencing a downturn in advertising revenue. A high circulation does not necessarily guarantee the required advertising and consequent survival, because advertisers now tend to place their mass-appeal consumer products on television, where they will benefit from a larger audience. Most popular papers are in constant competition with their rivals to increase their sales. They attempt to do this by gimmicks such as bingo games and competitions, or by calculated editorial policies which are intended to catch the mass readership. Owners may refuse to rescue those papers which make continuous losses. A number of newspapers in the twentieth century ceased publication because of reduced circulation, loss of advertising revenue, refusals of further financial aid, or a combination of all three factors.

However, despite a fall in hard-copy circulation, most national newspapers now have online Internet publication. This provides an additional medium for information and communication, as well as continuously updated news.

### **Regional newspapers**

Some 1,300 regional newspapers are published in towns and cities throughout Britain. They contain a mixture of local and national news; are supported financially by regional advertising; and may be daily morning or evening papers, Sundays or weekly. Some nine out of ten adults read a regional or local paper every week and 75 per cent of local and regional newspapers also operate an Internet website.

Excluding its national newspaper industry, London has one paper (the Evening Standard) with daily sales of 440,000. But there are also about a hundred local weeklies, dailies and evening papers which appear in the Greater London districts.

‘Quality’ daily regional (and national) papers, such as The Scotsman (Edinburgh) and the Glasgow Herald, the Western Mail (Cardiff), and the Yorkshire Post (Leeds), have good reputations and sales outside their regions. But the best-selling papers are in Scotland, such as the Daily Record and the Sunday Mail (Glasgow) and the Sunday Post (Dundee).



There has also been a growth of 'free newspapers' in the regions, such as the London Metro (now available throughout the country with a circulation of 1.2 million), which are often delivered direct to homes and for which the consumer does not pay. Some 800 are published weekly on a local basis and are financed by local advertising, to such an extent that news is outweighed by the advertisements. It is estimated that they have a weekly circulation of some 35 million.

Britain's ethnic communities also produce their own newspapers and magazines, which are increasing in numbers, are available nationally in the larger cities and are improving in quality. There is a wide range of publications for Jewish, Asian, Afro-Caribbean, Chinese and Arabic readers, published on a daily or (more commonly) periodic basis.

### **Periodicals and magazines**

There are 9,000 different periodicals and magazines in Britain, which are of a weekly, monthly or quarterly nature and are dependent upon sales and advertising to survive. They are aimed at different markets and levels of sophistication and either cover trades, professions and business (read by 95 per cent of occupational groups) or are consumer titles dealing with sports, hobbies and interests (read by 80 per cent of adults).



Although the number of periodicals has expanded, it is still difficult to break into the established consumer market with a new product. Some attempts, which manage to find a gap in the market, succeed, but most usually fail.

The teenage and youth magazine market is fiercely fought for, but has suffered large sales losses recently. This is attributed to greater Internet and mobile phone usage. The men's general interest magazine market is similarly volatile. Women's periodicals, such as Take a Break, Woman and Woman's Own, have large and wide circulations. But the bestselling publications are the weekly Radio Times and What's on TV, which contain feature stories and scheduled programmes for BBC and independent television. Other magazines cover interests such as computers, rural pastimes, gardening, railways, cooking, architecture, do-it-yourself skills and sports.

Among the serious weekly journals are the New Statesman and Society (a left-wing political and social affairs magazine); the Economist (dealing with economic and political matters); the Spectator (a conservative journal); and New Scientist. The Times publishes influential weekly magazines, such as the Educational Supplement, the Higher (Education Supplement) and the Literary Supplement. The lighter side of the market is catered for by periodicals such as Private Eye, which satirizes the shortcomings of British society.

## **The broadcasting media**

The broadcasting media are divided into public and commercial (independent) sectors and consist of radio, terrestrial television and cable/satellite television. Three authorities oversee these services: the British Broadcasting Corporation (BBC), the Independent Television Commission (ITC) and the Radio Authority.

**The BBC** is based at Broadcasting House in London, but has stations throughout the country, which provide regional networks for radio and television. It was created by Royal Charter and has a board of governors who are responsible for supervising its programmes and their suitability. They are appointed by the Crown on the advice of government ministers and are supposed to constitute an independent element in the organization of the BBC. Daily operations are controlled by the Director-General, chosen by the board of governors.

The BBC is financed by a grant from Parliament, which comes from the sale of television licences (£1.6 billion per year). These are payable by anyone who owns a television set and are relatively cheap in international terms (£104 annually for a colour set). The BBC also generates considerable income from selling its programmes abroad and from the sale of a programme guide (Radio Times), books, magazines and videos.

The BBC in recent years has come under pressure from government to reform itself. It has struggled to maintain its position as a traditional public service broadcaster, funded by the licence fee, at a time of fierce competition with commercial broadcasters. Internal reorganization has led to a slimmer and more efficient organization. But it has had to develop alternative forms of funding, such as subscription and pay services and must include independent productions in 25 per cent of its television schedules.

The BBC's external services, which consist of radio broadcasts in English (the World Service) and 42 other languages abroad, were founded in 1932 and are funded by the Foreign Office. These have a reputation for objective news reporting and programmes. The BBC also began commercially funded television programmes in 1991 by cable to Europe and by satellite links to Africa and Asia; BBC World (news) – now merged with the World Service – and BBC Prime (entertainment).

The BBC is not a state organization, in the sense that it is controlled by the government. But it is not as independent of political pressures as many in Britain and overseas assume. Its charter has to be renewed by Parliament and by its terms government can, and does, intervene in the showing of programmes which are alleged to be controversial or against the public interest. The BBC governors, although supposedly independent, are in fact government appointees. Governments can also exert pressure upon the BBC when the licence fee comes up for renewal by Parliament.

The BBC does try to be neutral in political matters, to such an extent that all political parties have periodically complained that it is prejudiced against them. The major parties have equal rights to broadcast on the BBC and independent television.

Historically, the BBC was affected by the invention of television, which changed British entertainment and news habits. The BBC now has two television channels (BBC1 and BBC2). BBC1 is a mass-appeal channel with an audience share of 28 per cent. Its programmes consist of news, plays and drama series, comedy, quiz shows, variety performances, sport and documentaries. BBC2, with an audience share of 11 per cent, tends to show more serious items such as news analysis and discussion, documentaries, adaptations of novels into plays and series, operas, concerts and some sport. It also provides Open University courses. The Labour government has approved (2001) the expansion of BBC television (digital) services by the creation of a BBC4 channel (culture and the arts) and two channels for children under six and over.

BBC Radio performs an important service, although some of its audiences have declined recently. There are five national channels (to be increased by five new digital channels); 39 local stations serving many districts in England; and regional and community services in Scotland, Wales and Northern Ireland. They all have to compete for listeners with independent stations but offer an alternative in news, debate and local information to pop-based local and national commercial stations. The national channels specialize in different tastes. Radio 1 caters for pop music; Radio 2 has light music, news, and comedy; Radio 3 provides classical and modern serious music, talks, discussions and plays; Radio 4 concentrates on news reports, analysis, talks and plays; and Radio 5 Live (established 1990) has sport and news programmes.

### **The role and influence of television**

Television is an influential and dominant force in modern Britain, as well as a popular entertainment activity. Over 98 per cent of the population have television sets in their homes; 95 per cent of these are colour sets; and over 50 per cent of homes have two sets or more. Some people prefer to rent their sets instead of owning them because rented sets are repaired and maintained free of charge. However, recent reports (2001) suggest that radio (commercial and BBC) is now more popular than television, indicating that some people are deserting the latter because of its alleged superficiality. Nevertheless, television has an average viewing time of 26 hours per week.

A large number of the programmes shown on television are made in Britain, although there are also many imported American series. A few programmes come from other English-speaking countries, such as Australia, New Zealand and Canada. But there are relatively few foreign-language productions on British television and these are either dubbed or subtitled.

The range of programmes shown is very considerable, but they also vary widely in quality. Although British television has a high reputation abroad, it does attract substantial criticism in Britain, either because of the standard of the programmes or because they are frequently repeated.

News reports, documentaries and current-affairs analyses are generally of a high standard, as are dramatic, educational, sporting, natural history and cultural productions. But there is also a wide selection of series, soap operas, films, quizzes and variety shows which are of doubtful quality.

The recent addition of Reality-TV (such as Big Brother and Survivor) and similar genres has led to charges of a 'dumbing-down' of British television. Programmes are calculated to appeal to a mass audience and high ratings, which the television companies need to attract advertising and justify expenditure. However, a MORI/Voks Pops poll in August 2001 reported that 61 per cent of fifteen to twenty-four-year-olds believed that reality television helps to teach them about the ways in which people interact with each other. But rather than imitating shocking behaviour in the programmes they are grateful for the chance to learn important life lessons and skills. Television, in this view, is taking on a parenting and teaching role.

Competition between the BBC and independent television is strong, and the battle of the ratings (the number of people watching individual programmes) indicates the popularity (or otherwise) of offerings. But competition can mean that similar programmes are shown at the same time on the major channels, in order to appeal to specific markets and attract the biggest share of the audience. It is also argued that competition has reduced the quality of programmes overall and resulted in an appeal to the lowest common denominator in taste. The BBC in particular is criticized for its failure to provide high-quality arts, drama and news programmes, with a slide into commercialism in the battle for ratings. It is argued that the BBC must maintain its public service obligations to quality and creativity in order to justify its universal licence fee.

Voices have been raised about the alleged levels of sex, violence and bad language on British television, particularly before the 'watershed' of 9 p.m. when young children may be watching. Some individuals have attempted to reform and influence the kind of programmes that are shown.

Research suggests that the public can be morally harmed by the content of some television programmes. The Conservative government considered that violence, sex and obscenity on television do affect viewers and was concerned to 'clean up' television. A Broadcasting Standards Complaints Commission monitors programmes, examines complaints, establishes codes of conduct for the broadcasting organizations and has tightened its rules concerning invasion of privacy by broadcasters. The structure of British broadcasting, 2001 nasties' (videos

which portray extreme forms of violence and brutality) have been banned and rules for the sale of videos have been tightened. Some 69 per cent of homes now own at least one video-cassette recorder. But British Social Attitudes 2000–01 suggested that Britons are becoming more permissive about the portrayal of sex in the media if this is relevant to a plot, and more permissive if it occurs outside a family context on adult channels, video and cinema.

Today, there is fierce competition among broadcasters to attract viewers and advertising revenue. But it is questionable whether an ‘entertainments’ expansion means more genuine choice or declining quality.

Digital broadcasting will increase television channels and may transform the medium into an interactive force which combines the Internet and personalized programming in one package. But broadcasters risk losing audiences and revenue as more people switch to the Internet itself as an alternative to television. In 2000, 25 per cent of British households had Internet access.

### **Oxford survey on internet use in Britain**

The Oxford Internet Institute has released the OxIS Report 2007, the latest report in a series OII surveys that examine internet access, use and attitudes in Britain. A key finding is that a digital divide continues to exist.

The University’s Oxford Internet Institute (OII) has released the OxIS Report 2007, the latest report in a series of Oxford Internet Surveys (OxIS) that examine internet access, use and attitudes in Britain.

A key finding is that a ‘digital divide’ continues to exist with retired users three times less likely to use the internet than students. Ex-users are most likely to have stopped going online due to a lack of interest and access, but non-users cited ‘lack of skill’ as the main reason for not using the internet. Internet users think the internet is as reliable as television, but those who do not use the internet trust the television more as a source of information.

Other interesting trends to emerge from the study are:

- 17 per cent of internet users currently maintain an online social networking profile
- 85 per cent of users in Britain use a broadband connection for home access
- One third of student users have met someone online, and 13 per cent have met a person offline who they first met online
- 93 per cent of all internet users send emails and as many as 60 per cent use instant messaging
- 72 per cent of internet users believe that ‘the internet can be addictive’

Dr Ellen Helsper, OxIS coordinator from the OII, said: ‘One of the issues that concern us most in relation to the internet in Britain is that we found that the ‘digital divide’ continues to exist. Men use the internet more than women for everything but health-related topics, and retired

users are less likely to use it than students. It is important to know why this is the case and OxIS is the most valuable source for this type of information in Britain.’

OII publishes OxIS every two years to chart the changing attitudes and uses of the internet in Britain. The survey is sponsored by the British Library, Cisco, HEFCE, Ofcom, and Talisma. The OII, a department within the University’s Social Sciences Division, is a leading centre for the study of the internet and society, which focuses on internet-related research and teaching, and on informing policy makers and practitioners.

### **1. Answer the questions**

1. What did British newspapers identify with?
2. How many copies of newspapers are sold in Britain nowadays?
3. What is the reason why the British continue to buy newspapers?
4. What newspapers are tabloids?
5. What kind of newspapers are mass-market?
6. What is the second category of British newspapers?

### **2. Render the following sentences into Russian**

1. Owners were forced into new ways of increasing productivity while cutting costs.
2. Other magazines cover interests such as computers, rural pastimes, gardening, railways, cooking, architecture, do-it-yourself skills and sports.
3. Competition between the BBC and independent television is strong, and the battle of the ratings indicates the popularity of offerings.
4. Internet users think the internet is as reliable as television, but those who do not use the internet trust the television more as a source of information.

### **3. Give the English equivalents for:**

воспитывать; развлекать; удовлетворять; требовать; требовательная аудитория; спутниковое и кабельное вещание; цифровой; точка зрения; СМИ.

- 6). What is the second category of British newspapers?

### **4. Fill in the blanks with the words and expressions from the text**

1. In Britain it generally ... the print industries (par1)
2. Their growth and variety have greatly ... information dispersal, news availability and entertainment opportunities. (par 2)
3. But the media provoke ... about what is socially and morally permissible in their content and methods. (par 3)



## CHAPTER VI ENGLISH FOLKLORE

### Read the Vocabulary:

to stem from-происходить, произрастать	weird-странный
appeal-призыв	abundant -обширный
depicted-отражены	to transmit-передавать
to be confined to-быть привязанным к чему -то	antecedents -предшественники
appeal-призыв	abundant -обширный
depicted-отражены	solemnity -

The British Isles have a rich diversity of folklore, stemming in part from the mix of cultural identity from region to region. They have had a turbulent history, invaders and settlers have brought with them their own beliefs and lore, which have become included into older traditions. Some stories seem to be widespread, such as the tradition of sleeping warriors under hollow hills and the wild hunt, often incorporating local heroes. The main reason to uniqueness of British culture certainly lies on the surface: Great Britain is an island populated by the nation that had to grow up and go all the long way of its history alone being separated from the rest of the world by great amounts of water. This very characteristics turned them into not only a curious nation, but also an interesting and special one, whose history and culture are one of the richest in the world.

The studies of the British culture and therefore understanding of the national character of the English cannot stand apart from the research of its important product – folklore. The folklore and folk customs of England are rich and varied. Many customs are ancient, passed down generation to generation from Germanic to Celtic ancestors. Others are more modern creations while others were neglected or forgotten over the years. Whatever their roots or whatever their age, they all make up the rich and diverse folk heritage of England. English folklore is the folk tradition which has developed in England over a number of centuries. Some stories can be traced back to their roots, while the origin of others is uncertain or disputed.

A great deal of folklore and local legends has been lost because they are not passed by word of mouth as much as they used to be. Only in the 18<sup>th</sup> century amateurs of English culture turned to collecting and studying the national folklore. Local lore and legends were often clues to solving landscape mysteries as well as being part of the beliefs of previous generations and part of the national history. English folklore could be considered a brief look at the not well known mythology of the Anglo-Saxons, though it also has Welsh and Scottish influences, perhaps evidence of a predominantly non-hostile Anglo-Saxon settlement of Britain or it could be because of the Norman's replacement of a great deal of English legends with Britonic ones.

The art of story-telling has been cultivated in all ages and among all nations of which we have any record; it is the outcome of an instinct implanted universally in the human mind. By means of a story the savage philosopher accounts for his own existence and that of all the phenomena which surround him. National differences can be depicted in the folklore of definite nation.

The national peculiarities of the British people were formed due to many factors, such as geography, historical, social and economical development. The main system of values, beliefs and traditions is reflected in the British folklore (in this article main attention is devoted to ballads and fairy tales).

The British always attach great importance to tradition. Many of them still feel strongly about the monarchy because it adds a great deal of colour to their life. The British like court ceremonies, jubilees, shows and parades. Some ceremonies are performed every day. One of them is the colourful Changing of the Guard by the mounted guards of the Household Cavalry in Whitehall.

Another great spectacle is the formal ceremony of the changing the royal guard in the forecourt of Buckingham Palace. The Queen's Guard, traditionally dressed in their scarlet tunics and characteristic busbies, parade from St. James's Palace to join the contingent at Buckingham Palace, while the new guard, led by a military band, arrive from Chelsea. The British calendar is full of many other events which add merriment and pageantry to British life. Although the British may not be willing to admit it, they love tradition and colourful displays.

Most of the British customs, traditions, beliefs and values can be found in the folklore, namely in ballads and fairy tales.

**Ballads** are a fascinating subject of study not least because of their endless variety. It is quite remarkable that ballads taken down or recorded from singers separated by centuries in time and by hundreds of kilometers in distance, should be both different and yet recognizably the same. The Ballad has been described as a lyrical narrative of varying length that has an exact metrical structure and a liberal use of rhyme. These poems are among a group of anonymous songs that were probably written between 1200 and 1700 in Northern England and Scotland. Their origins are a bit controversial; scholars can't agree on how they were composed, or how old individual ballads are. Most were not written down and studied until the eighteenth and even nineteenth centuries.

Throughout the Middle Ages ballads, short folk songs that tell stories, were very popular. The Celts and Anglo-Saxons undoubtedly composed ballads, but we have no record of these early works. The oldest recorded ballad in the English language, called Judas, was written

down in a late 13th c. manuscript. Many of the ballads, however, first appeared in written form with the introduction of the printing press (1476).

The anonymous folk ballad (or popular ballad), was composed to be sung. It was passed along orally from singer to singer, from generation to generation, and from one region to another. During this progression a particular ballad would undergo many changes in both words and tune. The medieval or Elizabethan ballad that appears in print today is probably only one version of many variant forms. Primarily based on an older legend or romance, this type of ballad is usually a short, simple song that tells a dramatic story through dialogue and action, briefly alluding to what has gone before and devoting little attention to depth of character, setting, or moral commentary. It uses simple language, an economy of words, dramatic contrasts, epithets, set phrases, and frequently a stock refrain. The familiar stanza form is four lines, with four or three stresses alternating and with the second and fourth lines rhyming. For example:

It was in and about the Mártnmas tíme,

When the gréen léaves were a fálling,

That Sír John Gráeme, in the Wést Countrý,

Fell in lóve with Bárbara Állan

“Bonny Barbara Allan”

It was in the 18th century that the term ballad was used in England in its present sense. Scholarly interest in the folk ballad, first aroused by Bishop Percy’s *Reliques of Ancient English Poetry* (1765), was significantly inspired by Sir Walter Scott’s *Minstrelsy of the Scottish Border* (1802). Francis Child’s collection, *English and Scottish Popular Ballads* (5 vol., 1882–98), marked the high point of 19th-century ballad scholarship. More than 300 English and Scottish folk ballads, dating from the 12th to the 16th century, are extant. Although the subject matter varies considerably, five major classes of the ballad can be distinguished—the historical, such as “Otterburn” and “The Bonny Earl o’ Moray”; the romantic, such as “Barbara Allan” and “The Douglas Tragedy”; the supernatural, such as “The Wife of Usher’s Well”; the nautical, such as “Henry Martin”; and the deeds of folk heroes, such as the Robin Hood cycle.

Ballads, however, cannot be confined to any one period or place; similar subject matter appears in the ballads of other peoples. Ballad (derived from the old French *bailer*, to dance) is the name applied over all European countries to any simple, direct story told in simple verse. It was first of all a song sung to the rhythmic movement of a dancing chorus. The ballad belongs to the class of productions in verse known by the name of *Volks-lieder*. It sprang from the bosom of the people. It was composed by one of the people for the pleasure of the people. Perhaps that which now remains of this class of literature once had a particular shape that is now lost. In any case, the incidents of many of the ballad stories, the poetic images, and even the dramatic

manner are frequently common to different countries. Of the classes of ballad thus generally diffused there are five main classes: -

- (1) Ballads of the supernatural, including those of a ghostly character and those based on a belief in fairies and fairyland.
- (2) Romantic ballads, dealing with the familiar events of life - of love, tragic death, etc.
- (3) Ballads of adventure. Under this class come several of the Border ballads and those relating to Robin Hood.
- (4) Humorous ballads, usually the rendering into verse of some pointed popular jest.
- (5) Nursery ballads, including lullabies.

The ballad, even in later times, appears to have been occasionally sung as well as said. Some pieces are made up of prose in addition to verse; the dialogue and the purely lyrical parts are in metre, while the narrative is mainly given in prose. Examples of this are found both in France and Scotland. There is no precise date as to the age of extant ballad literature. English and Scottish ballads, however, which can be traced to the fourteenth century, are probably the earliest of surviving forms of note.

The purely English ballads, though not lacking in spirit and humour, are often commonplace in style. Mr. Andrew Lang (Ward's English Poets) has put forward as an explanation of this that the English ballads as we have them have lost their original character as Volks-lieder. The transcriber, he maintains, has cut down the material to his hand, till the dullness of prose only was left. It is probably the case, however, that they are there in almost their first shape, though why they should fall so markedly below those of the North in merit it is somewhat difficult to argue. It has been ascribed to climatic influences. English scenery, it is alleged, is comparatively uninspiring; and hence, English popular verse lacks the imagination, the fire, and speed that distinguish the like productions in the North. Still there are exceptions, it must be said, to this in England; there are a few early English ballads of undoubted literary value.

One remarkable feature of the old ballad consists in its half curious, half familiar treatment of the supernatural. There is exhibited a peculiar mysticism, sometimes weird, sometimes playful.

In Clerk Saunders, Sir Roland, and in some ballads we have the same striking presentation of the unseen. Nothing again can be more delightful than the pictures of Fairyland that meet us every now and then in ballad poetry. In Tamlane, and in the stories of Thomas the Rhymer and their Scandinavian variants this is charmingly limned. We see its elfin beauty in the brightness of the queen of Faery, in the "bonny road that winds about the fernie brae," and in various other picturesque touches. These ballads no doubt truly reflect in their solemnity and gaiety of

sentiment the imaginative beliefs of the people in that idyllic world in which the minstrel lived and moved.

The ballads of a romantic caste are mostly concerned with strange and touching incidents of love and war. Pathos and joy naturally divide their claims in the subject matter. At one time, as in *Love Gregor*, the bride is sacrificed to the hate of a mother. Again, as in the *Gay Gosshawk*, the wit of the lovers overcomes every obstacle. Family feuds are frequently the occasion of a telling episode, as in *Barthram's Dirge*, the *Three Ravens*, and other pieces equally grave and impressive. The most prominent examples of ballads of adventure are the riding ballads of the Scottish border, and those that deal with Robin Hood. Of the former collection there are brilliant instances in *Jamie Telfer* and *Kinmont Willie*, passages in both of which have been authoritatively characterised as Homeric in dramatic vividness. Mr. Lang describes the ballads about Robin Hood as "exceedingly English, long and dull." This, however, must be accepted with a considerable qualification. The humorous ballads in various countries are often marked by clever and free play of fancy. Perhaps the best belong to Germany and Scotland.

The time that produced the ballad was wholly before the diffusion of books: with the printing press the office of the minstrel disappeared. This poetical form nevertheless has been cultivated with success in later times, especially in England and Germany. The disuse of the older dialect in Scotland has greatly hindered further accomplishment in the art in that country, though Scott and Allan Cunningham composed ballads of distinct merit in somewhat close imitation of the early examples. In England last century a like attempt was made, only, however, to incur ridicule, as in Johnson's famous parody. But in recent times ballads of a distinctively powerful kind have been written by Coleridge, Rossetti, and Tennyson. In Germany the art of the minnesinger has been splendidly maintained by Burger, Schiller, Goethe, and Uhland.

**The history of ballad-collecting** is a matter of some interest. Such pieces, at least in England, were first printed on broadsheets and sold by pedlars. About the time of the Restoration these broadsheets were gathered by collectors as curios; Lord Dorset, Dryden, and Pepys were among such antiquarians. Reprints of any note were first undertaken in the south by Tom Durfey, in the north by Allan Ramsay. Bishop Percy, however, made the great step in this direction by the publication of his *Reliques*, which was based on old copies of ballads in a folio MS. that had come into his hands. In Scotland Herd published what had been called the first useful collection from oral tradition in 1769. Scott, in his *Border Minstrelsy*, continued to a considerable extent the work of Herd. Motherwell's collection (1827) is marked by critical care. A recent important addition to the series of ballad texts is that of Messrs. Furnivall and Hales (London, 1867-8, 3 vols.). This is taken from the folio MS. of Percy. Critics agree in placing first among recent collections in interest and scholarship that of Professor Child (*English and Scottish Ballads*,

Boston, U.S., 1864). Other valuable books on the subject are those of Ritson, Kinloch, Jamieson, Sharpe, Aytoun, and Allingham. The old ballads are a very valuable part of poetical literature. Though composed in a rude era, they were the work of men of true artistic genius; the themes, moreover, touch on almost all the chords of human experience. They contain, and vividly set forth in their own way, the elements of the deepest tragedy or gayest comedy. The period of their production would also seem to be in their favour as compositions to be enjoyed by later ages. The spring-time of history that gave them light has lent them a delightful brightness of delineation both in regard to nature and man. Round them, as round the work of Chaucer, we have a poetic atmosphere full of charm, a sweetness that belongs also to the dawn and May. This will always attract; but the material and style of the ballads in themselves must still secure genuine appreciation. Broadsheet ballads (also known as broadside ballads) were cheaply printed and hawked in English streets from the sixteenth century. They were often topical, humorous, and even subversive; the legends of Robin Hood and the pranks of Puck were disseminated through broadsheet not information ballads.

New ballads were written about current events like fires, the birth of monstrous animals, and so forth, giving particulars of names and places. Satirical ballads and Royalist ballads contributed to 17th century political discourse. In a sense, these ballads were antecedents of the modern newspaper.

Thomas Percy, Robert Harley, Francis James Child, Sir Walter Scott and James Hogg were early collectors and publishers of ballads from the oral tradition, broadsheets and previous anthologies. Percy's publication of *Reliques of Ancient Poetry* and Harley's collections, such as *The Bagford Ballads*, were of great import in beginning the study of ballads. The *Child Ballads* are a collection of 305 ballads from England and Scotland, and their American variants, collected by Francis James Child in the late 19th century. The collection was published as *The English and Scottish Popular Ballads* between 1882 and 1898 by Houghton Mifflin in 10 volumes. The ballads vary in age; for instance, a version of "A Gest of Robyn Hode" was printed in the late 15th or early 16th century, and the manuscript of "Judas" dates to the 13th century. The majority of the ballads, however, date to the 17th and 18th century; although some probably have very ancient influences, only a handful can be definitively traced to before 1600. Moreover, few of the tunes collected are as old as the words. While many of them had been individually printed, e.g. as broadsides, Child's collection was far more comprehensive than any previous collection of ballads in English. (However, there were comprehensive ballad collections in other languages, like the Danish collection *Danmarks gamle Folkeviser*, which Child referred to in his comments.)



One Child number may cover several ballads, which Child considered variants of the same story, although they may differ in many ways (as in "James Hatley"). Conversely, ballads classified separately may contain turns of phrase, and even entire verses, that are identical.

The Child Ballads deal with subjects typical to many ballads: romance, supernatural experiences, historical events, morality, riddles, murder, and folk heroes. On one extreme, some recount identifiable historical people, in known events. On the other, some differ from fairy tales solely by their being songs and in verse; some have been recast in prose form as fairy tales. A large part of the collections is about Robin Hood; some are about King Arthur. A few of the ballads are rather bawdy. This small anthology of English ballads of the early nineteenth century has been one of the most popular Tecla publications since it first appeared in 1983. Because of continuing interest, the book is now reprinted, with only small changes to this introduction.

The ballads were art songs, that is to say original compositions by composers of this period. They are usually to a new literary text, and they usually have nothing to do with folk-songs, which are of a different nature and have a different social connotation. A further distinction must also be made: they are not quite the same as the Victorian "drawing-room" ballad, which dates from the later part of the century. These songs from the earlier part of the century, written before Victoria came to the throne in 1837, are subtly different: to my ear at least they are sturdier, less maudlin, participating still in an eighteenth-century tradition.

It would be true to say that the ballads of that time were among the most popular forms of music of their day. Published in their thousands, they reached and touched most people, and their appeal was enormous. Their sentiments often appeal to us to this day, and songs of a very similar nature are still performed by singers with enormous success on stage and television. Sometimes their sentiments seem exaggerated in the context of today's taste, but nevertheless most ballads are stories of love with a charming simplicity and a splendid melodic gift that can easily and gladly be surrendered to today. The best of them are works of art that, beyond any question, deserve to be taken seriously.

Ballads are considered to be a rich source of data connected with history, social life, feelings and values of the British people.

Patriotism is the main theme of the ballads devoted to the war between England and Scotland for independence. All history of relations between England and Scotland can be traced in the historical ballads. There were ballads recounting historical events, such as battles between the English and the Scots (The Border Ballads).

The battle of Harlaw was fought on July 24, 1411. Donald of the Isles, to maintain his claim to the Earldom of Ross, invaded the country south of the mountains with ten thousand islanders and men of Ross in the hope of sacking Aberdeen, and reducing to his power the

country as far as the Tay. He was met at Harlaw, eighteen miles northwest of Aberdeen by Alexander Stewart, the Earl of Mar and Alexander Ogilby, sheriff of Angus, with the forces of Mar, Garioch, Angus. The Highlanders lost more than nine hundred men, the Lowlanders five hundred, including nearly all the gentry of Buchan. The story is told by a Highlander, and begins with his meeting with Sir James the Rose and Sir John the Gryme (Graham), who ask for information about Macdonell (Donald of the Isles).

The battle of Otterburn was fought on August 19, 1388 and was prefaced by an invasion and several skirmishes. A feud between the great families, Percy and Neville, of northern England was a fortuitous split of which the Scots could not resist taking advantage. Assembling their armies, which amounted to twelve hundred cavalry and forty thousand foot soldiers, the Scottish barons and knights mustered near the border at Jedburgh.

The English barons and knights, having received word back from heralds and minstrels they had sent north, made preparation for the invasion, but remained quietly in their houses, waiting until they learned that the Scots were making their move. They had decided to make a simultaneous counter raid. The Scots learned of this plan from an English spy they had captured. They divided their army sending the main body west to Carlisle, under command of Douglas, Earl of Fife, son of the king, while a detachment of three or four hundred men at arms, supported by two thousand soldiers, partly archers, commanded by James, Earl of Douglas, the Earls of March and Murray, struck out for Newcastle with the intention of crossing the river and burning and ravaging Durham.

There was skirmishing for two days outside the city and in the course of a long combat between Douglas and Henry Percy, the Scot got possession of the Englishman's pennon. He told Percy he would raise it on the highest point of his castle at Dalkeith. Percy responded that not only would Douglas never accomplish that self-glorifying boast, nor would he manage to carry the pennon out of Northumberland.

Thus the stage was set for the battle at Otterburn, thirty miles northwest from Newcastle, where there was a castle or tower set in marshy ground. Percy, greatly mortified at the loss of his pennon, presented his case and the affront to his honor to the knights and squires of Northumberland. Convinced that Douglas was backed by the whole power of Scotland, they replied that it was better to lose a pennon than it was to expose the country to further risk. Later, scouts arrived with information that Douglas was encamped at Otterburn, but that the main army had departed for Carlisle to join with their countrymen there. In reality, they had made themselves huts in the trees and driven their cattle into the bogs.

In the end, the losses of the English were put at 1,040 prisoners, 1,860 killed and more than 1,000 wounded. Those of the Scots were about 100 killed, including the Douglas himself,

and 200 captured. Douglas was interred at Melrose Abbey. Over his body a tomb of stone was built, and above this was raised the Earl of Northumberland's pennon.

The Hunting of the Cheviot is about two noblemen of opposite sides of the border region between England and Scotland – Percy of Northumberland, England and Douglas of Scotland – square off in this lengthy ballad which takes place in the Cheviot Hills. In a departure from classic tales of border warfare, which usually involve cattle rustling, this ballad begins with a dispute about deer hunting, and evolves into an alternate version of The Battle of Otterburn, which occurred in 1388.

### **English fairy tales**

This is the usual English term for a group of oral narratives centered on magical tests, quests, and transformations, which are found throughout Europe and in many parts of Asia too. They are defined by their plots, which follow standard basic patterns, and have been classified by Antti Aarne and Stith Thompson, *The Types of the Folktale* (1961); their function is to be oral entertainment for adults as well as children, and telling them well is a skilled art. The term 'fairy tale' only appeared in the 18th century, almost certainly as a translation of the French *Contes des Fées*, the title of a book by Madame d'Aulnois published in 1698 and translated into English the following year. It is universally understood, but not in fact accurate, since many of the best-loved stories have no fairies in them, though magic abounds; consequently some scholars prefer the terms 'Wonder Tales' or 'Magic Tales'.

### **Cross-cultural transmission**

Two theories of origins have attempted to explain the common elements in fairy tales found spread over continents. One is that a single point of origin generated any given tale, which then spread over the centuries; the other is that such fairy tales stem from common human experience and therefore can appear separately in many different origins.

Fairy tales with very similar plots, characters, and motifs are found spread across many different cultures. Many researchers hold this to be caused by the spread of such tales, as people repeat tales they have heard in foreign lands, although the oral nature makes it impossible to trace the route except by inference.[47] Folklorists have attempted to determine the origin by internal evidence, which can not always be clear; Joseph Jacobs, comparing the Scottish tale *The Ridere of Riddles* with the version collected by the Brothers Grimm, *The Riddle*, noted that in *The Ridere of Riddles* one hero ends up polygamously married, which might point to an ancient custom, but in *The Riddle*, the simpler riddle might argue greater antiquity.[48]

Folklorists of the "Finnish" (or historical-geographical) school attempted to place fairy tales to their origin, with inconclusive results.[49] Sometimes influence, especially within a limited area and time, is clearer, as when considering the influence of Perrault's tales on those

collected by the Brothers Grimm. Little Briar-Rose appears to stem from Perrault's *Sleeping Beauty*, as the Grimms' tale appears to be the only independent German variant.[50] Similarly, the close agreement between the opening of Grimms' version of *Little Red Riding Hood* and Perrault's tale points to an influence—although Grimms' version adds a different ending (perhaps derived from *The Wolf and the Seven Young Kids*).

Fairy tales also tend to take on the color of their location, through the choice of motifs, the style in which they are told, and the depiction of character and local color.

When discussing English Fairy Tales, one must begin by defining terms, the first of which is the word English. Some who discuss English fairy tales focus on the fairy tale tradition among the English speaking peoples, primarily of the British Isles and sometimes of America. Others use the term to designate the fairy tale tradition specifically in England. This discussion will take the more limited focus on the fairy tale tradition in England.

The second term that needs clarification is fairy tale. It is the English word for a class of folktale (a tale that is part of the oral narrative tradition that characterized pre-literate societies) that is more accurately expressed by the German word *Märchen* or by more recent terms, magic tale or wonder tale. These tales do not generally have anything to do with fairies, as the English term implies; they are identified by the presence of certain tale motifs (such as wicked stepmothers, fairy godmothers, magical transformations, etc.); they take place in an undefined time and place, in an unreal world filled with the marvelous. In this marvelous world, peopled by supernatural beings, magical objects, and enchantments, humble heroes (or heroines) overcome evil, succeed to kingdoms and marry princesses (or princes).

The oral fairy tale tradition in England has been largely lost to history. The English people, like those of all cultures, must have had a rich narrative tradition as evidenced by references to then well-known tales and characters that have come to us from literature, correspondence, and other writings of English authors ranging from Chaucer, to Shakespeare and Ben Jonson, to James Boswell. Unfortunately, before anyone conceived of the idea of collecting England's native oral fairy tales and preserving them in print.

A ballad is a poem usually set to music; thus, it often is a story told in a song. Any myth form may be told as a ballad, such as historical accounts or fairy tales in verse form. It usually has foreshortened, alternating four-stress lines ("ballad meter") and simple repeating rhymes, often with a refrain.

Native English fairytales must once have been abundant, but unfortunately at the very period when someone might have thought of collecting them and transferring them from orality to print, a flood of foreign tales appeared—first the French ones of Charles Perrault (1697), Madame d'Aulnois (1698), and Madame de Beaumont (1756), then the German ones of the

Brothers Grimm (1812, and subsequent editions), who collected and wrote down many fairy tales. They said fairy tales were the remains of ancient myths and should be set down and studied.

Selections from these were quickly translated and cheaply printed; by now established favourites such as Cinderella, Bluebeard, Sleeping Beauty, Puss in Boots, Beauty and the Beast, The Frog Prince, Red Riding Hood, Snow White, Rumpelstiltskin, Rapunzel, The Tinder Box, and The Little Mermaid are totally absorbed into English culture, together with a few items from the Arabian Nights, notably Aladdin.

The English fairytales which did get printed in chapbooks were humorous ones (Jack and the Beanstalk, Jack the Giant-Killer, Tom Thumb), except for the more magical Three Heads in the Well. Later, Victorian collectors found some oral examples, including Tom Tit Tot and Cap o' Rushes from Suffolk, the Small-Tooth Dog from Derbyshire, and the Rose Tree from Devon. However, the great majority of fairytale texts recorded in Britain were found either in Scotland and Wales or among Gypsy storytellers; the typical English narrative genres are the jocular anecdote, the horrific anecdote (e.g., Mr. Fox), and the local legend. However, current research among teenage schoolchildren shows that some evolve personal versions of fairytales and tell them orally to their peer group (Wilson, 1997: 255-60).

The best collection is Philip, 1992, with accurate texts and valuable introduction and comments, with some texts summarized; Jacobs, 1890/1968, with texts often reworked. All three collections include other genres of folktale besides the fairytales.

One of the oldest printed fairy tales in England was Tom Thumb which appeared in 1621 in a chapbook. Chapbooks were works of popular literature sold for a few pence by pedlars or 'chapmen' from the 16th to the 19th cent. In 1711 there appeared the first printed version of Jack the Giant Killer, a popular English folk tale.

Tom Thumb is born in answer to the wish of a childless poor couple, who desire a son even if he should be no bigger than his father's thumb. Magician Merlin answers their wish and the Fairy Queen names him and gives him a hat made of oak leaf and a shirt of spider's web. Tom then encounters many adventures. The last of them is being eaten by a fish which is then caught for King Arthur's table; Tom becomes a knight and when he dies is mourned by the whole Arthur's court.

Jack the Giant Killer is a story of witty and ingenuous Jack, the only son of a Cornish farmer. He decides to destroy a giant terrorizing Cornwall. Armed with horn, shovel and pick-axe, at night he digs a pit outside the giant's cave. Then he wakes the giant with a blast on the horn and after the giant falls into the trap he kills him with his pick-axe. As a reward he gets the giant's treasure and the title 'the Giant Killer'. He continues in the same style and kills two more

giants; he also helps king Arthur's son to marry a lady of his heart and becomes a knight of the Round Table. In the second part he sets out to rid country of all giants and monsters and finally to release a duke's daughter whom he then marries and lives happily with on an estate given to him by the king

However, most fairy tales circulated in England only in oral form. Puritan writers, who were the first to write for children, considered tales about magical wonders inappropriate for children; John Bunyan, author of *The Pilgrim's Progress*, regretted a childhood spent reading chapbook stories about marvellous happenings and in New England in America another writer, Cotton Mather, complained of 'foolish Songs and Ballads' on such fanciful subjects and recommended writing 'poetical compositions full of Piety'.

In the 18th century English translations of French fairy tales mainly by Perrault were published in England and from the beginning of the 19th century also English folk fairy tales started to appear in print, e.g. *Jack and the Beanstalk*.

*Jack and the Beanstalk* is a story of lazy Jack, the only child of a poor widow. When she sends him to the market to sell her cow, he returns with a handful of beans instead of money. She throws the beans away and in the morning there is a huge beanstalk in the garden. Jack climbs to its top and finds there a barren land. He meets a fairy who tells him that nearby lives a giant who deceived and killed Jack's father years ago. Jack goes to the giant's house where he is given food and drink by his wife who then hides him in the oven. When the giant returns home and falls asleep Jack steals his hen which can lay golden eggs, climbs down the beanstalk and gives the hen to his mother. Later he makes two more journeys up the beanstalk and gets back with the giant's money-bags and a magic harp. When stealing the harp it starts speaking so the giant wakes up and chases Jack; when he starts climbing down the stalk, Jack cuts it so that the giant falls down and is killed by the fall.

### **Fairy tales-collecting**

Around the middle of the 19th century J. O. Halliwell and Robert Chambers collected fairy tales, the latter in Scotland. In 1890 were published *English Fairy Tales* collected by Joseph Jacobs, followed by more collections of this editor.

Tales are stories that tell of miraculous and fantastic happenings. The main character in fairy tales are often supernatural and can do all sorts of extraordinary things. These beings could be creatures such as fairies, goblins, brownies, pixies, elves, giants, trolls, leprechauns, witches and wizards. Fairies appear in both fairy tales (in an imaginary world) and in legends (in the real world).



In folklore, a diminutive supernatural creature, generally in human form, dwelling in an imaginary region called fairyland; and the stories of its interventions through magic in mortal affairs.

The term fairy is also loosely applied to such beings as brownies, gnomes, elves, nixies, goblins, trolls, dwarfs, pixies, kobolds, banshees, sylphs, sprites, and undines. The folk imagination not only conceives of fairyland as a distinct domain, but also imagines fairies as living in everyday surroundings such as hills, trees, and streams and sees fairy rings, fairy tables, and fairy steeds in natural objects.

The belief in fairies was an almost universal attribute of early folk culture. In ancient Greek literature the sirens in Homer's *Odyssey* are fairies, and a number of the heroes in his *Iliad* have fairy lovers in the form of nymphs. The Gandharvas (celestial singers and musicians), who figure in Sanskrit poetry, were fairies, as were the Hathors, or female genii, of ancient Egypt (see also my Egypt Chapter), who appeared at the birth of a child and predicted the child's future.

The traditional characteristics of fairies are depicted in European literature in such works as Shakespeare's *A Midsummer Night's Dream* and *Romeo and Juliet* (in Mercutio's "Queen Mab" speech); *The Faerie Queene* by Edmund Spenser; *L'Allegro and Comus* by John Milton; *Contes de ma mère l'oye*, known in English as *Tales of Mother Goose*, by Charles Perrault; *Kinder-und Hausmärchen*, known in English as *Grimm's Fairy Tales*, by the brothers Jacob Ludwig Karl Grimm and Wilhelm Karl Grimm; a fairy-tale series by Andrew Lang, for example, *The Blue Fairy Tale Book* and *The Red Fairy Tale Book*; and representative collections of Irish stories such as *Fairy Legends and Traditions of the South of Ireland* by Thomas Crofton Croker and *Irish Fairy Tales* by William Butler Yeats. Croker has described fairies as being "a few inches high, airy and almost transparent in body; so delicate in their form that a dewdrop, when they chance to dance on it, trembles, indeed, but never breaks."

In folklore fairies are generally considered beneficent toward humans. They are sensitive and capricious, however, and often inclined to play pranks; so if their resentment is not to be aroused, they must be spoken well of and always treated with deference.

Bad fairies are thought to be responsible for such misfortunes as the bewitching of children, the substitution of ugly fairy babies, known as changelings, for human infants, and the sudden death of cattle

A fairy tale is a particular type of folktale, part of the oral narrative tradition that, in England, flourished until about the 17th century. However, the English fairy tale nearly disappeared as French and German fairy tales gained popularity, and then as the genre itself fell into disrepute because of changing social conditions in England. However, in the 19th century, often described as the golden age of the fairy tale, folklorists such as Andrew Lang and Joseph Jacobs began

collecting folk and fairy tales throughout Britain, thus reclaiming, at least to some extent, the uniquely English oral narrative characterized by its humour and homespun quality. At the same time, many British authors began writing literary fairy tales, among them George Cruikshank, who sermonized the tales; a number of women such as Mary Louisa Molesworth, who modernized traditional tales; women like Jean Ingelow who wrote book length tales, and finally, George MacDonald, foremost of the fairy tale writers, who infused his tales with a spiritual quality unique among his peers. Thus began a rich, new fairy tale tradition in England.

English fairy tales plays an important role in forming of the national English character. They reflect traditions, customs and system of values of English people.

National traditions are preserved in English folklore and English nation is considered to be very conservative one. You cannot really imagine Britain without all its traditions, this integral feature of social and private life of the people living on the British Isles that has always been an important part of their life and work.

To conclude it's important to point out that British folklore include traditions, customs, beliefs and system of values of a particular nation. In fact, nations, as we conceive them, are founded upon a consciousness of common interests and ideas, which are the result of long and complicated historical, social and economic experience.

Folklore has many cultural aspects. Firstly, folklore can also serve to validate a culture (romantic nationalism), as well as transmit a culture's morals and values. Folklore can also be used to assert social pressures, or relieve them, in the case of humor and carnival.

In addition, folklorists study folklore with the system of traditions, values as an essential part of British culture.

### **1. Answer to the following questions:**

1. In what century scholars began to collect and study the national folklore?
2. The influences of which cultures the British folklore is known to have?
3. When the term ballad was used in it's present sense?
4. What are the main classes of ballad?
5. What is one of the oldest printed fairy tales in England?
6. What important information does the British folklore contain?
7. What English fairy tales and legends do you know?

### **1. Render the following sentences into Russian**

1. A great deal of folklore and local legends has been lost because they are not passed by word of mouth as much as they used to be.

2. Many of them still feel strongly about the monarchy because it adds a great deal of colour to their life.
3. One remarkable feature of the old ballad consists in its half curious, half familiar treatment of the supernatural.
4. It is quite remarkable that ballads taken down or recorded from singers separated by centuries in time and by hundreds of kilometers in distance, should be both different and yet recognizably the same.
5. The time that produced the ballad was wholly before the diffusion of books: with the printing press the office of the minstrel disappeared.

**2. Render the following sentences into English:**

1. Главная причина уникальности культуры Великобритании, очевидно, лежит на поверхности.
2. Однако, большинство английских сказок существовали только в устной форме.
3. Сказки с одинаковыми сюжетами героями можно обнаружить практически во всех культурах.
4. Баллады можно считать богатым источником информации об истории, общественной жизни, чувствах и ценностях англичан.
5. Фольклор является неотъемлемой частью британской культуры.

## SECTION 2

### INTRODUCING

### THE

### USA



It is common to say that the USA is the country with a short history but vast, abundant geography and diverse population. Only five hundred years ago the USA was a wilderness, inhabited by Indian tribes. After the discovery of America by Europeans the immigrants from Europe and then almost all over the world streamed to the new continent seeking happier life and so-called “American Dream.” As a result of the mass immigration, the struggle of the young nation for independence from former motherland Britain, formation of the new country with democratic rights and great opportunities, the acquisition of the new territories, fast development of industry and agriculture, the USA turned into a superpower with the strong economy, the most advanced and innovative technologies, diverse national culture and arts , influencing the other countries of the globe. The life of the USA is so complex, controversial and dynamic that it would be impossible to present all its aspects in every detail. However, we hope that the materials collected from many different sources and included into this textbook may help the students see the American historical formation and political structure, education and science, cultural and lifestyle peculiarities with better understanding.

## CHAPTER I Some First Significant Stages of the USA History

### Part I. The First Explorers and Settlers of America.

Read and translate the following words and word combinations:

to establish settlements	to be bound to ...
to set up colonies	a cargo of ...
to colonize(v.)-colonization(n)	to be far-flung-from
hostility	to share the pie
to be on the decline	to buy for trinkets
to squat	unobvious
to be doomed to...	outright mass extermination
to cede a territory	barren land
indentured servitude	forced relocation of people
to enact a law	to be recaptured
to be ill prepared	rugged existence
to be engulfed	to be distressed
a joint-stock company	to be beset
to be economic" white elephant"	to perish
a nightmare	to thrive
to become drifters	a mutiny

How did American history begin? For thousands of years America lay unknown to Europeans beyond the Atlantic Ocean. The very first discovery of the continent is supposed to have been made by Norsemen from Greenland who reached the New World and encamped there. The actual material on the voyages is very small and covered with mystery. But the voyage of Thor Heyerdahl's papyrus craft, Ra II, did demonstrate that ancient sailors could have crossed the Atlantic ocean even before the Christian era. Both archeological evidence and ancient sagas do reveal the activities of courageous Norsemen who reached North America around year 1100. An old Scandinavian saga tells that the Norsemen found there a lot of grapes and grape vines. They filled their ships with grapes and a cargo of timber and sailed away, naming the country Vinland. Another saga tells about a group of the Vikings who spent a winter in Vinland but failed to establish peace with the natives and returned to Greenland with their son, the first European born in what is now America.



It is well known that the Italian navigator Christopher Columbus (1451-1506) rediscovered the “New World” in 1492 by accident while looking for a shorter route to the spice places in Asia. An all-water route to the Indies might reduce the cost of Oriental products, inflated by various middlemen along the traditional land-sea way. Finally the queen of Spain Isabella of Castile sponsored Columbus to sail westward with the fleet of three small ships. A navigational genius, Columbus made four successful voyages from Spain to the islands now called West Indies and claimed the land in the New World for Spain. The continent America however was named for another Italian explorer – Amerigo Vespucci (1454-1512) who completed many voyages to South America and was the first to understand that he had reached India but a new continent – the New World. After Vespucci’s accounts, published in Europe, geographer Martin Waldseemuller produced a world map (kept in the Library of Congress) on which he depicted the new continent and named it America after Vespucci’s first name.

After Columbus’ voyages, Italian, Spanish, French and English explorers continued European expansion of the continent looking for riches and land to claim for their countries. Italian explorer John Cabot commanded the first European ship to reach the shores of North America. Like Columbus, Cabot hoped to reach Asia by sailing west. Like Columbus, Cabot had unsuccessfully offered his service to several countries before finding financial support from England’s port Bristol and formal authorization of King Henry VIII. In May 1497 Cabot sailed from Bristol with two small ships and made a remarkably quick journey to the coast of Newfoundland. He spent a month there exploring American waters.

Driven by a search for personal glory as much as by a desire for wealth, a lot of brave and skilled adventurers repeated the initial contacts with the New World. Cabot’s attempt was followed in 1524 by another Italian seaman Giovanni Verrazzano who sailed in the service of the king of France and reached the eastern coast of North America.

. In 1528 five Spanish ships under the command of Panfilo Narvaez reached the west coast of Florida, staying on the continent in search of gold for several years.

In 1539 Spanish legendary explorer Fray Marcos de Niza was sent to America and described a “very beautiful city” as one of the “Seven cities”. His report stimulated further explorations into the area.

In all areas of Spanish exploration, settlement and colonization soon followed and before long the Spanish Empire was far-flung-from Florida to California to Central and South America. It was an Empire based on Spanish culture, the Catholic Church and exploration of the



native tribes, but eventually Spain found the task of mastering and controlling two continents too much for her resources. After the defeat of the Spanish Armada by England in 1588, Spain's power started declining.

## **PART 2 The First Wave of North America Immigration**

The English did not attempt to “share the American pie” and inhabit North America until the 17<sup>th</sup> century settlements in North America. English first colonization steps were stimulated by their hostility to Spain. The accession to the throne in 1558 of a protestant, Elizabeth I, turned English and Spanish nations into real enemies. Queen Elizabeth's advisers Sir H. Gilbert, Walter Raleigh and Francis Drake proposed a more aggressive policy toward Catholic Spain and persuaded the Queen that New World colonies would serve as bases for attacks on Spain, which had already founded its colonies in the New World. The first English attempts at colonization in Newfoundland and North Carolina however failed. Sir H. Gilbert's expedition in 1583 was destroyed by a storm. It was bound to be unsuccessful from the start as the boats were too light for the trans-Atlantic passage. Walter Raleigh's first expedition to America in 1587 brought back glorious reports of the coast of Virginia, but the outbreak of war between England and Spain in 1588 postponed the mission of England's transatlantic ventures.

Only two decades later King James I authorized the chartering of a joint stock company to colonize Virginia. In 1607 Virginia Company landed 144 men near the mouth of the James River as a site for permanent settlement. The Virginia Company resembled English joint-stock companies of Africa and Asia, but the small Jamestown colony proved to be economic “white elephant” for investors and a nightmare for many of its earliest inhabitants. The location was low, swampy, covered with trees full of malaria-carrying mosquitoes. During the first six months fever and disease killed approximately half the settlers.

The English pictured the new land of America as New England – a region not noticeably different from old England. In 1609 the reorganized Virginia Company petitioned for a charter, fixing the limits of the colony at two hundred miles north and south and including all islands within one hundred miles of the coast.

Over the years, the company established more liberal land grants, encouraged immigration of men and women, and slowly but steadily built strong political and economic institutions. Finally the Crown recognized Virginia's elective assembly, and as the population increased the planter class created effective units of local government. Tobacco eventually gave Virginia colony a valuable export crop. Maryland, Virginia's neighbor to the north, became the first private estate of a single family – the Calverts who became the owners of a vast New World estate by charter of 1632.

The next group of the immigrants to the New World consisted of the English who disagreed with the teaching of the Church of England and fled from persecution at home to Holland .Later in July 1620 a group of 102 so-called pilgrims sailed on the ship “Mayflower” to North America with the hope to set up a colony and find there civil and religious freedom. After a long trans - Atlantic crossing the pilgrims landed in a place now called Province Town and started building one of the first permanent Massachusetts’s villages called New Plymouth. The group was ill prepared for the rugged existence of the New World. Although only a few people perished in the trans-Atlantic crossing, many of them were weakened by the journey, had little skill in hunting and fishing and survived through the following winter only thanks to the help of the neighboring Indians.

The first religious group was followed by a thousand so-called English Puritans who came to Massachusetts Bay and founded in 1630 some communities in Boston. Like the Pilgrims, the Puritans had been distressed by the policies of the English crown, alarmed over growing immorality in English society and beset by economic anxiety. But unlike the Pilgrims, the Puritans claimed not separating from the English church, but establishing a purer version of it. Puritans built the first small towns centered around a church and a meeting house. The colony’s political leaders were also church leaders who tried to create the orders based upon true and strict Christian rules and the family as the basic unit of society. Good harbors, especially at the new town Boston, provided the foundation for a thriving commerce. The growth of trade and the development of shipping industry assisted the colony’s prosperity.

While the English settlers were adjusting to the new region, France and the Netherlands also tried to acquire the territories in America. In 1609 an English adventurer Henry Hudson employed by Dutch East India Company in his small vessel the “Half Moon” sailed up the river in North America, which now bears his name. He changed little trifles and some firearms for the beautiful furs, given by Indians. In 1624 the Dutch ship “New Netherlands” brought thirty families to the mouth of the Hudson River. In 1626 the governor of the Dutch Colony bought from Indians Manhattan Island for the trinkets valued approximately \$24, built a trading fort and a town, which he called New Amsterdam. The defenses of New Amsterdam were poor and later when English warships appeared in the bay the Dutch had to surrender the fort and the town to the English. In 1664 King Charles II gave a large area of Manhattan Island to his brother Duke of York and New Amsterdam was turned into New York in honor of the duke

. As English settlements spread to the north, west, and south, they grew into thirteen colonies, populating the gap between New England and other British settlements.

In 1681 William Penn, a son of the famous admiral of the English Navy, and a follower of religious group called Quakers made an agreement with the King, about the land in America. He

called this land Pennsylvania (“Penn’s woods”). W. Penn did very much to build up Pennsylvania, writing advertisements, telling people in Europe about the beauty of his colony, promising that it would be a place open to settlers of all faiths.

One of the most striking characteristics of the mainland colonies in the 18th century was their rapid population growth. European immigrants flooded New England attracted by beautiful stories about America. In 1700 only 250,000 people resided in the colonies, but from the meager beginnings the population began to double every 25 years, sprawling along the Atlantic coast. By 1760 the colonies already had contained over a million inhabitants – rich and poor, white and black, rural and urban, commercial and agricultural, Protestant and Catholic.<sup>17</sup> -century settlers came largely from Britain, bringing with them the English language, institutions and cultures.

But in the 18th century other groups of immigrants began to arrive. The largest of them were the Scots and Irish who fled from economic distress, failure of crops and religious discrimination. Many Europeans, mostly from Germany, came to America through so-called “redemption”. Under that form of indentured servitude, so-called redemptioners paid as much as they could of their passage before sailing from Europe to America. After they landed in the colonies, they were indentured for a term of service proportional to the amount of their debt. The term of service lasted from one year to four or longer. According to American historians only two of every ten indentured servants became successful farmers or artisans. The remaining 80% either died during servitude, became drifters or caught the land belonging to native tribes.

The development of American colonization was dramatically influenced by two most important aspects: the relationships of Europeans and Native Americans and the importation of more than two hundred thousand Africans into North America.

### **Native Americans**

It is well known that when Christopher Columbus arrived in the “New World” and thought that he was in India, he called the native people as Indians. When Columbus discovered the New World there seemed to be approximately from 1 to 10 million different Indian tribes who lived within the present limits of the United States and spoke about 450 distinct dialects. It is well known now that the American Indians who demand now to be called Native Americans or by their tribal names like Navajo or Lakota developed great civilizations in Pre-Columbian America( the Incas and the Aztecs and others), and contributed much to world culture and the welfare of the human race. They domesticated corn, potatoes, tobacco and many vegetables and fruits which we like so much now. They made discoveries of very many drugs that are used today in chemistry and medical science.

At the time of European settlement in the 17<sup>th</sup> century the New England coastal area was densely populated with Indian tribes who mostly hunted buffalo for food, shelter, clothing,

and articles of warfare. At that time Indian – white contacts in the New World favored the white settlers. It was the Indians who taught European newcomers how to adjust to the new nature and climate, how to hunt in the wilderness and fish. Christopher Columbus described the American Indians as “a loving, unobvious people, so docile in all things that there are no better people or better country... They loved their neighbors as themselves and they had the sweetest and gentlest way of speaking in the world, and always with a smile”. It was the Indians who kept the Virginia colony originally alive by trading corn and other foodstuffs to the settlers.

But in return for their friendship the Europeans took their lands, destroyed their way of life, and turned them into refugees and beggars in their own country. The story of the American Indians is one of the most brutal stories of violence and cruelty in human history. The settlers needed land, Indians occupied it. Only when the white men began pushing the Indians off their land did they started viewing them as enemies and tried to strike back. The year of 1622 marked the beginning of 200 long conflicts between the Native Americans and the white settlers. The Indians were doomed to be defeated. The colonists had guns, the Indians fought with bows and arrows.

Overall, the treatment of North American Indians by Europeans stands as the most bloody acts of genocide. In books and later in Westerns the Indians were always portrayed as “the hair-raising baddies” (villains). The phrase “the only good Indian is a dead Indian” was generally used. The means of violence were varied and included not only outright mass extermination, but also bounty-hunting (scalping for profit), massacre of women and children, the assassination of Indian kings and leaders, the forced relocation of peoples. By the end of the 18-th century some Indian tribes had been exterminated. The others had been forced to accept “the peace terms” according to which they ceded a substantial part of their territory to the whites and moved to reservations, not suitable for farming and that’s why not needed by white settlers.

### **Afro-Americans.**

To work the new lands, to produce large-scale products of tobacco, rice, cotton and indigo black slaves were captured in Africa and brought to America. In August 1619 the first cargo of twenty blacks was brought by a Dutch ship to Virginia. In 1661 the Virginia legislature enacted the law that assumed African Negroes as “inferior” and “servants for life”. After that slaves were brought into other colonies. Although while crossing the Atlantic many African slaves died from terrible conditions on the ships but their number had grown to six thousand by the end of the 17<sup>th</sup> century. The difference in skin and culture of Africans was viewed by most white settlers as their inferiority, creating the basis for a system of racial slavery

Black slaves were considered to be the property of their masters and were bought and sold like farm animals. In 1800, there were almost 900,000 black slaves, most of them in the southern

states of the New World. America proved for many of them a hideous prison, and death provided the only escape from life-long sufferings and degradation. They often came from different tribes and did not even speak the same languages. Enslaved into a hostile and strange culture, they had to fully obey their masters or else they would be beaten, tortured, or killed. Most of them worked in the fields on tobacco or cotton plantations, others worked as domestic servants, cooking, cleaning, and caring for the master's family. It was illegal to teach a slave reading and writing. If slaves wanted to marry, they had to ask their master's permission. The children of the slaves automatically became the property of the master. Sometimes family members were sold to different owners and never saw each other again.

Scattered references to attempted suicides and occasional slave mutinies indicate that Africans did not accept their fate passively, and the sadness of their songs - their most powerful legacy of expression - provides insight into their personal tragedies. Outright resistance was impossible, but, some slaves tried to escape. Although a few northern states, including New York, New Jersey, and Vermont, abolished slavery at that time, escaped slaves from the South could be legally recaptured there and returned to their masters. Many slaves tried to escape to Canada, the only place that slaves could become free legally. The escape route, called the Underground Railroad, was a network of hiding places and people called "conductors" who led slaves north to freedom. The journey was long and extremely difficult. During the day, slaves hid in caves or in barns belonging to anti-slavery white farmers. At night, they were taken to the next hiding place. The "conductors" risked their lives, because people could be executed for helping slaves to escape. Only a few fugitive slaves ever reached the promised land of Canada.

### **1. Answer the questions.**

1. Why did the English settlers of the Virginia Company call their first permanent location as New England?
2. Who were the very first colonists in North America?
3. What were the major events of the first period of the English colonization of North America?
4. Why were some immigrants indentured for a term of service?
5. How did New Amsterdam turn into New York?
6. What was the colonists' policy towards the Indians?
7. How did Africans get into America?
8. Why did the colonists need Black slaves?
9. What happened to the Black slaves, if they escaped but later were recaptured?
10. Who were so-called "conductors"?

### **2. Render the texts in English:**

#### **A). Виргиния.**

В мае 1607 г. поселенцы Лондонской компании основали на восточном побережье Америки форт Джеймстаун. Положение жителей было трудным. Освоение девственной страны шло медленно. Многие поселенцы не выдерживали и умирали.

Шло время. В колонии постепенно складывалась определенная общественная структура. Высший слой общества составляли члены администрации и губернатор. Средний слой – поселенцы, которые сами оплатили свой проезд. Низший слой включал людей, посланных в Америку за счет Лондонской компании. Они обязывались в течение контракта выполнять любую порученную им работу. После окончания контракта каждый из них мог получить свою землю. Их называли сервентами.

Постепенно “сервенты” Виргинии становились батраками у землевладельцев и резервом работников будущих капиталистических мануфактур. Таким образом, постепенно в Виргинии создавалось капиталистическое производство. Однако количество сервентов, прибывавших из Европы, не удовлетворяло потребности колониального хозяйства. Делались попытки превратить индейцев в рабов, но они были безуспешны. Нужны были новые рабочие руки, которыми стали. черные рабы из Африки..

#### **Б) Первые поселения.**

За группой пуританских пилигримов в 1620 г. в последующие годы потянулись представители других протестантских верований, намеревающихся на новом континенте устроить жизнь в соответствии со своими религиозными убеждениями. Численность населения росла быстрыми темпами. За первой английской волной эмиграции последовали другие; в Северную Америку стали приезжать немцы, голландцы, швейцарцы и французы, превращая колонии в огромный «Этнический котел». Английские короли пытались насадить за океаном феодальные отношения: раздавали своим приближенным земли, жаловали хартии, согласно которым землевладелец мог отдавать землю зависимым держателям. Однако развитие колоний пошло по иному, гораздо более прогрессивному пути.

Идеология «здорового эгоизма», стимулирующая конкурентную борьбу, культ супермена-одиночки, преодолевающего все препятствия на пути к успеху, и девиз «время-деньги», подхлестывающий деловую активность, привели к быстрому развитию производства. Уже в первой половине 17 в. начали появляться города – будущие центры промышленности и торговли. В 1640-х гг. возникли первые мануфактуры; развивалось судостроение. В Нью-Йорке и Пенсильвании появились железоплавильные печи, и вскоре производство железа увеличилось настолько, что это стало беспокоить англичан.

На севере распространилось фермерство, т.е. утвердился капиталистический путь развития сельского хозяйства. Этому способствовали огромные неосвоенные

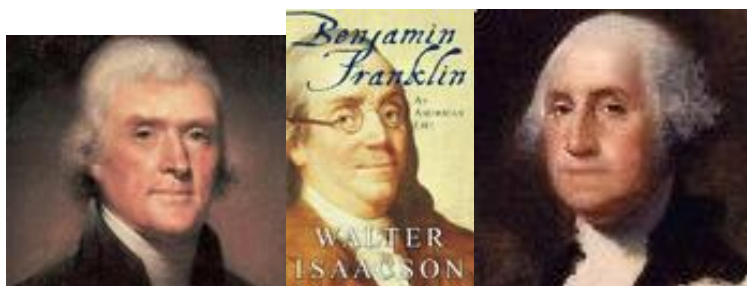


пространства земли. Уход на Запад был способом решения споров между арендаторами и землевладельцами: беднейшие колонисты захватывали свободные земли, причем, как правило, делали это самовольно и становились независимыми собственниками земли.

В богатых, работающих на внешний рынок южных колониях, долго сохранялось плантационное хозяйство, основанное на рабском труде.

### **Part III.**

#### **War for Independence. American Revolution**



Read and translate the following words and word combinations:

legislative assemblies

offensive

to put/ levy a duty on

disguised as

to dump the cargo

to furnish shelter

punitive measures

grievances

to be aligned with

to bring the insurgent colonists into line

to pledge support

not be subdued

uproar

to lay down arms

to repeal the duties

skirmish

to pledge support

rag-tag groups of irregulars

to adopt amendments

to subdue

By the middle of the 18<sup>th</sup> century North America was no longer a series of isolated imperial outposts inhabited by Englishmen. By 1750 there were thirteen British colonies, competing with the French ones. In 1749 the French sent an expedition down the Ohio River to claim the land in the Mississippi basin for Louis XV. The British government responded by organizing an elaborate offensive against the French. The Seven Years' War ended in the expulsion of France from North America and stirred a wave of patriotism among the English population in America. Colonials cheered when the Treaty of Paris (1763) gave England control over all of North America east of the Mississippi.

After the French war Great Britain rose to the heights of national power and prestige. At the same time the costly seven-year struggle severely strained Britain's treasury

and pointed up glaring differences of interests between England and Americans who felt much less dependent on the mother country. The colonies had become quite different and no longer wanted to be seen as extensions of England. The controversy between England and the colonies after 1763 revolved around the laws affecting the settlement of the West, colonial trade, currency, taxes, courts of justice and legislative assemblies.

The British Prime Minister George Grenville was determined to make the American colonies realize their obligations to the Empire. He introduced a series of new administrative and financial programs for America: the Quartering Act (1765) demanded colonials to furnish shelter and provisions for the English troops.; the Currency Act of 1764 extended an earlier edict against making colonial money legal. A New Sugar and Molasses Act in 1764 put a duty on the goods shipped to the colonies. Besides sugar taxes were put upon silk and wine. In 1765 Stamp Act laid taxes on all printed items such as paper, licenses, newspapers, playing cards and even college diplomas. To show that the tax had been paid, a stamp seller put a stamp on the paper.

The answer in colonies was boycott against the importation of British goods. The first political action - the Congress toward Stamp Act took place in New York. After more than two weeks of debate at the Congress the representatives of nine colonies issued a declaration of rights and grievances that stated that colonies could be taxed constitutionally only by their own legislatures. In 1766 an Organization "Sons of Liberty" was created in New York, and together with other organizations it broadened the base of the resistance movement. They urged citizens not to buy imported goods. Even American women, who had traditionally remained outside of politics, joined the resistance movement. In towns throughout America young women calling themselves Daughters of Liberty sat publicly at their spinning wheels all day boycotting English cloth, eating only American food and drinking American herbal tea.

In March 1770 British redcoats who had been sent to enforce certain British Acts clashed with colonial civilians. Five men were killed and six wounded. The incident was later known as "The Boston massacre" When the uproar in America reached Britain, the British Parliament repealed all the duties except the tea tax, but most basic sources of discontent remained.. The Americans felt angry upon the presence of unnecessary troops, the English courts and customs officers.

The East India Company, finding itself in critical financial state, appealed to the British government and was given a monopoly on all tea exported to North America. When three ships loaded with tea came into the port of Boston in December 16, 1773 American colonists

refused to pay the tax and unload the tea. Instead at night a group of 60 men disguised as Indians boarded the ships and dumped the cargo of three hundred forty two chests into the water of the harbor. This event came into American history under the name “The Boston Tea Party”. British King George and Parliament condemned the “Tea Party” as an act of vandalism and advocated legal measures to bring the insurgent colonists into line. Punitive measures were taken. The newly adopted British laws-called by the colonists “Coercive Acts”- closed the port of Boston until the cost of the lost tea was paid for. New British officials were appointed in American colonies, and many more British troops were stationed there.

But the resistance of the colonists continued to grow. In 1774 Americans established so-called Committees of Correspondence, which sent delegates to the First Continental Congress in Philadelphia. Delegates from 12 colonies except Georgia wrote to King George asking to reopen Boston Harbor. American lawyers Thomas Jefferson and James Wilson worked out the rights of Americans and their own legislation. King George did not answer the letter and sent more warships to America. American patriots called on Americans to take up arms to defend their rights. In April, 1775 the British regulars at Lexington and Concord (near Boston) were met by armed American volunteers (so-called militia). Their first skirmish proclaimed the beginning of American War for Independence.

The Second Continental Congress, which also convened in Philadelphia, authorized an American army and appointed a young Virginian planter George Washington as its commander-in-chief. On July 4, 1776, the Continental Congress adopted the Declaration of Independence from the British rule. This famous document drafted by Thomas Jefferson maintained that all men were created equal and proclaimed their rights for life, liberty and pursuit of happiness. The Declaration of Independence was signed in so-called Independence on the wall of which there is still the famous Liberty Bell, which told the people outside about the historical decisions. Independence was inevitable. Many Americans were ready to die for colonial rights, singing the words from John Dickinson’s “Liberty Song”: “Come, join hand in hand, brave Americans, all, and rouse your hearts”.

The war for Independence lasted for six years and was hard to win. In Great Britain at that time there lived 9 million people, in the American colonies – less than 3 million, 20 percent of which were slaves. Britain had the world’s greatest navy and a strong army. The rag-tag groups of irregulars seemed no match for England’s military might. Americans had only an ill trained militia and no navy. Yet they had one great advantage – they were fighting at home and for freedom. The colonial militia’s successes around Boston in the spring 1775 had contributed to the American myth that British regulars were less effective than the colonials’ volunteers. At the same time the British government and its generals made the fatal mistake of underestimating

Washington' ragged army seriously. As the war progressed, discipline and experience appeared and though the colonists lost many battles, they learned that they could be beaten but they could not be subdued .The overwhelming triumph of the Americans at Saratoga in October 1777 decided the Revolution. Besides France seeking the revenge to Britain had secretly provided assistance to the rebellious colonies, dispensing goods and finances through a trading company headed by French author Pierre Caron de Beaumarchais.

After the decisive victory of the colonial army at Yorktown in 1781 the British finally laid down their arms. In 1783 the ultimate peace treaty was signed in Paris. Britain recognized American independence and agreed to withdraw all its troops from the American soil. An American flag was raised. The 13 states joined together into a confederation. The citizens of the new country began to call themselves “Americans” and a new nation was born Congress also worked out a system of adding new states to the original ones.

One of the first tasks facing Americans was the creation of new political institutions to exercise the governmental authority seized from Great Britain. In 1787 a nation-wide meeting (named Convention) in Philadelphia adopted a new Constitution. It established a legislature of two Houses, the House of Representatives in which the places were assigned according to the population and filled by popular vote, and the Senate where every state was to send two members appointed by state legislature. Centralized executive power was to be effected by Federal Government headed by a President with wide jurisdiction over home and foreign affairs. During January and February 1789 elections took place in the states and soon the new congressmen gathered in New York, the temporary capital. George Washington was unanimously elected the first President of the United States of America.

In 1791 ten amendments were added to the Constitution, known as the “Bill of Rights”, according to which the Federal government guarantees freedom of speech, press, or religion. Yet it is necessary to note that the American Constitution, the first in the world to recognize the rights of white citizens, at the same time confirmed the black people's slavery. The brutality of the slavery obviously conflicted with the proclaimed ideals of American democracy.

### **1. Answer the questions.**

1. What was the main reason of British – French war?
2. What consequences had the victory of Britain on the relations between American colonies and their mother country?
3. What series of British actions led to the American war for independence?
4. What role did “The Boston Massacre” and the Boston “Tea Party” play in the revolutionary movement?
5. What was the main idea of the “Declaration of Independence” drafted by Thomas Jefferson?

6. How did the revolutionary events develop after the “Declaration of Independence” had been adopted?
7. Which great advantage did American militia have over British soldiers?
8. What were the very first steps of Philadelphia Convention after the decisive victory of the American colonial army?
9. When was the very first president of the USA elected?

**2. Find English equivalent to the Russian ones:**

Основные события; начало войны; одержать победу; подавить восстание; облагать налогами; приостановить деятельность законодательного органа; отменить пошлины; осуществить план; провести карательные меры; созвать конгресс; провести в жизнь закон; прекратить наступательные операции; предоставить безоговорочную независимость.

**3. Render the texts in English:**

A) Разрыв колоний с метрополией был предопределен с самого начала, так как ориентация на автономию возникла очень быстро...

Еще задолго до революции в Северной Америке сложилась особая духовная атмосфера, поражавшая прибывших за океан европейцев. Это ощущение свободы и больших возможностей для самореализации личности стало важнейшей основой для складывания американской нации. Американская революция, устранившая слабые ростки феодализма в колониях и порвавшая с диктатом метрополий, открыла в конце 18 в. путь для быстрого наращивания потенциала модернизации. Почему же произошло американское чудо? Некоторые исследователи склонны объяснять это тем, что первыми поселенцами были по преимуществу пуритане - носители капиталистического духа. Действительно, преследуемые на родине, английские кальвинисты переселялись в Америку целыми общинами и на первых порах сыграли роль своего рода стержня в экономической, политической и культурной жизни колоний. Но не менее важными были и другие факторы: колонисты принесли с собой демократические традиции, которые веками вырабатывала английская парламентская система.

(Хачатурян В.М. "История мировых цивилизаций")

Б) К концу 18 в. в Американских колониях сложилась очень напряженная и противоречивая обстановка. К этому времени англичане попытались установить более строгий режим в своих колониях. Это вызвало решительный протест американцев. Введение закона о Гербовом сборе вызвало к жизни новые формы демократического движения. В конце 1765-начале 1766 гг. возникла революционная организация «Сыновья

свободы». Они организовали бойкот английских товаров, что привело к провалу закона о Гербовом сборе. Это был новый этап политической борьбы. В мае 1773 г. английский парламент принял так называемый «Чайный закон». Протест против Чайного закона вылился в инцидент, известный в истории страны как «Бостонское чаепитие».

Между тем разрыв с Англией, вооруженное столкновение становились все более неотвратимыми. Первые вооруженные столкновения между английскими войсками и американскими силами произошли в Ленсингтоне и Конкорде. Три недели спустя после этих событий, 10 мая 1775 г. в Филадельфии открылся Континентальный конгресс. На нем было принято решение о создании регулярной армии. Главнокомандующим был назначен молодой плантатор Джордж Вашингтон.

Историческая наука рассматривает Американскую революцию как революцию, в которой борьба за освобождение от колониальной зависимости переплелась с борьбой за экономические и политические преобразования. Американская революция оказалась тесно связанной с процессом формирования новой нации.

#### **В) Исключительная личность в Американской истории. Джордж Вашингтон.**

Среди героев Америки нет человека, равного Дж. Вашингтону(1732-99). Неутомимый и энергичный вождь, он казался гигантом даже среди той группы окружавших его людей, которых называют создателями и «отцами» США. По словам одного из его современников, Джордж Вашингтон был «первым на войне, первым в мирной жизни и первым в сердцах своих соотечественников.

Вашингтон стяжал бессмертие, сыграв в истории США три важных роли: он командовал Континентальной армией, которая в ходе революционной войны завоевала стране независимость от Великобритании; он был председателем Конвента, который в 1787 году выработал Конституцию США; он был избран первым президентом США и определил форму и стиль правления нового государства.

До 1775 г, когда Вашингтон был избран главнокомандующим Континентальной армией, он занимался главным образом управлением своего поместья в штате Вирджиния, Он также был членом Вирджинской ассамблеи – законодательного органа самоуправления в колонии. Еще ранее он был военным и во время войны с французами и индейскими племенами командовал Вирджинскими силами, находясь в подчинении британскому командованию. Историк и биограф Джеймс Флекснер в предисловии к своей книге «Вашингтон - исключительная личность» пишет, что когда он начал изучать жизнь Вашингтона, перед ним предстал «человек, которому, как и другим, свойственно было ошибаться, человек из плоти и крови, сильный духом, а вовсе не мраморная статуя. Безусловно, он был и великим, и хорошим человеком. Во всей мировой истории немногие



из обладающих такой властью так мудро и благоразумно пользовались ею на благо своих соотечественников.

#### **4. Discussion problems:**

1. The situation before the Revolution.
2. The significance of the American Revolution for the thirteen colonies that became Independent.
3. Historical personalities of the period.

#### **PART IV. Formation of American Nation**

Read and translate the following words and word-combinations:

Trappers	political turmoil
to develop a distinctive identify	to strike it rich
to endure a lot of hardships	a fortune-seeker
on the grounds	a corner-stone
the land-hungry pioneers	to raise foodstuff to sell
to make a fortune	tacitly
to repeal	to offer antislavery credentials
to set up abolitionist societies	to secede-secession
to give impetus	to deny suffrage
martial law	to endorse suffrage
under legislation	to be intimidated
to pardon the rebels	the plight

The Independence was extremely important for the formation of American state. The leaders of the new nation believed in their country's uniqueness. The classical republican heritage of Greece and Rome provided a constant source of imitation. The names "president", "Congress", and "Senate" were derived from Latin roots. American writers, artists and architects revived neoclassical style. The capitol building in the newly - built republican center of Washington exemplified this style.

Establishment of a firm economic base was another aim of national development. Much attention was paid to the rapid growth in the production of many items such as tools, firearms, paper, cloth, iron and others. Iron manufacture in Pennsylvania became the basis of the industrial economy. The shortage of labor caused development of mechanization of the operations and the growth of machine technology. The construction of the first railroads was begun

Congress worked out a system of adding new states to the original 13 ones. It was decided that when the population of any area grew to 60 thousand this area could become a state

Thus five new states were formed from North-west territory: Ohio, Indiana, Illinois, Michigan and Wisconsin. Thomas Jefferson became the third president of the United States in 1801 and began to look to the West of the continent to provide land for growing agrarian population. He foresaw the day when Americans would expand to the Pacific coast. In 1798 Spain granted Americans access to the Mississippi and to the port at New Orleans. In 1803 he bought 828,000 square miles (2,144,000 square kilometers) of French land west of the Mississippi. This deal became known as the Louisiana Purchase, which included the present-day states of Louisiana, Arkansas, Oklahoma, Missouri, Iowa, Nebraska, and North and South Dakota.

T. Jefferson also asked the USA Congress to allocate appropriate funds for the expedition to the Northwest and exploration of the Missouri River and its tributaries. In 1804, President Jefferson sent Meriwether Lewis and William Clark to explore and map the territory, and to find a water route for boats from the Missouri River to the Pacific Ocean. The explorers, guided by an Indian woman Sacagawea, traveled by boat and on horseback from the Mississippi River westward to Oregon and the Pacific Ocean.

In spite of the War of 1812 which the USA fought on the side of France against Britain the American government continued to take steps to expand the territory available for white settlement on the northern frontier. In 1817 federal government had Indian tribes in Ohio sell their lands and migrate farther west. In the following years many Indian nations, recognizing the futility of resistance, signed over their territories and left. White settlers rushed westward, and five new western states joined the Union. The US government encouraged people to settle in the territory of Oregon, so that it could claim the land as part of the United States.

The annexation of Texas (the 28-th American state) in 1845 brought ranching into American life. Americans moved across Indiana and Illinois and into the plains as trappers, traders and adventurers, acquiring herds of horses and cattle. This began the range cattle industry in Kansas and Nebraska, which supplied beef and fresh horses to immigrants going west, and also fed mining camps and railroad crews.

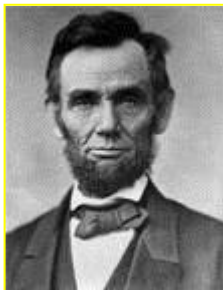
Fleeing from political turmoil or economic distress at home over 4 million immigrants entered the United States from the 1840s to 1880s. The first organized group of American settlers came to California in 1841. In 1848, after the end of the Mexican War; Mexico ceded California to its powerful neighbor. By mid-century the United States extended its power from the Atlantic to the Pacific, pushing aside all Indian nations and conquering its neighbors.

The discovery of gold in California in 1848 set off the famous "Gold Rush". "Gold Rush" or "Gold Fever", dramatically described by famous American writer Jack London, occupies a special place in the USA history. The influence of it both on the region and on the whole nation was enormous. After the news about the gold in California had spread, over 80,000

Americans as well as thousands of foreigners streamed to the West with hope to get rich quickly. Some of the new arrivals traveled to the port of San Francisco. Others traveled overland, enduring a lot of hardships. In the following seven years the influx of newcomers continued and by 1856 the state already numbered 300,000. Almost all of them tried to make their fortunes by mining gold and thousands of miners lived in camps separated from their loved ones, alone in vast and hostile wilderness. Very many of such fortune-seekers died because of difficult conditions and illnesses. Law and order were constantly broken down there. Even if a miner “struck it rich” (had success) there were always those who tried to take the gold away: gamblers, outlaws, thieves, and saloon keepers.

Yet there were some who made fortune by selling goods to the miners. A German businessman Levi Strauss bought strong denim canvas and used it to make pants for the miners. Some people turned to agriculture and manufacturing in California. Farmers raised foodstuff to sell to the miners and settlers on their way west. Most of the farmers there were Mormons, who built new towns and grew corn and fruit on large irrigated fields of Southern California where the latest harvesting technology was used. The gold rush helped to change California from a frontier area into a state. In 1850 California became the 31 American state.

### **The Civil War**



While the nation was growing and developing, the situation with the Native Americans and black slaves was getting even more complex. The American Revolution gave great impetus to the movement to end slavery by granting freedom to those blacks who served in the armed forces. Following the American Revolution a number of states abolished slavery, and its opponents hoped that emancipation would gradually spread to other areas of the country. But although many northerners opposed slavery, most of them rejected immediate efforts to eradicate it. Age-old prejudices against the Indians and blacks prevented the “white” Americans from considering them as their equals and very many Americans still believed that blacks were basically more inferior than whites. Besides by the Constitution the issue about slavery was left in the hands of the State legislature and Federal Government had no right to abolish it. When Eli Whitney in 1793 invented the machine cleaning cotton of its seeds, the productivity of slave-labor in cotton-growing increased by 50 times and slavery came to be regarded as the mainstay economics in many Southern states. The increased importance of cotton for the South strengthened the hold of slavery in this region.

In 1820 by the Missouri Compromise Act slavery was tacitly allowed south of 36°30' but not north of it, but a special Bill in 1854 virtually repealed the Missouri Compromise. The

new Fugitive Law compelled the northerners to assist in capturing slaves who had escaped from their owners in the South

The new Republican Party, which sprang up in 1854, with Abraham Lincoln as one of its chief founders, demanded that slavery be kept within old boundaries set out in 1820. Tremendously important in awakening the nation's consciousness was Harriet Beecher Stowe's novel "Uncle Tom's Cabin" (1852), 300 000 copies of which were sold within the first year and which was soon translated into dozens of foreign languages. Frederick Douglass's autobiography, a poignant account of slave life, was also sold in numerous copies. Later Douglass edited his own newspaper, consistently urging militant action to bring about the abolition of slavery in the USA.

In 1854 the Republican Party became associated with the name of Abraham Lincoln. The revival of slave controversy stirred him deeply. "If slavery is not wrong, nothing is wrong", he stated with the clarity and simplicity of expression for which he later became famous. He was convinced that America could not be divided and said "A home divided against himself cannot stand. I believe this Government cannot endure permanently, half slave, half free".

In November 1860 Abraham Lincoln was elected the sixteenth president of the USA. "Honest Abe", was a shrewd politician and a person of strong principles who offered good antislavery credentials. His votes were drawn only from the Northern States. A few days after A. Lincoln's election the South Carolina convention voted for secession. By February 1861 many other southern states: Florida, Georgia, Alabama, Mississippi, Louisiana and Texas followed the lead. In February the congress of seceded states formed the Confederate States of America and announced slavery as the corner – stone of their constitution.

In April 1861 the civil war between the North and the South actually began. Although abolition of slavery was to be one of its problems, the war was fought not only to destroy slavery but first of all to preserve the union. When the Civil war broke out, the North could expect an easy victory. It had superiority in material resources and more than double the population of the South (20.7 million against 9 million, of which 3,5 were blacks). On the other hand, the South was in some respects very favorably placed for resisting invasion from the North. The country abounded in strong positions for defense, which could be held by a relatively small force while the northerners had to advance long distances, thus exposing their lines of communication to attack. As soldiers, the Southerners started with certain superiority for most of them were accustomed to fighting as a normal and suitable occupation for men. Besides among their leaders there were two men of great military talent – generals Jackson and Lee, while the Northerners lacked such brilliant officers. During the first stages of the war the Union Armies had a lot of failures. But Lincoln himself read books on strategy, scanned military maps, and outlined plans

of campaigns. And his determination soon began to be widely felt and appreciated by common people. The belief that he could be trusted spread quickly and at the end the Northern army acted as an emancipating crusade.

Lincoln's greatness of mind and heart were unexcelled. In his famous Gettysburg Address (1863) Lincoln made public his great plans of reconstructing the country on a new, more democratic basis: "The great task remains before us – that this nation, under God, shall have a new birth of freedom – and the government of the people, by the people, for the people, shall not perish from the earth".

. Since 1862 the blacks were allowed to join the Northern army and by the end of the war one Northern soldier in eight was black. commanded by white officers. Soon the segregated troops proved themselves in battle: 38,000 were killed, a rate of loss 40 times higher than among white troops.

In the summer of 1863 General Grant of the North won several decisive battles and cut Tennessee and Arkansas. In a series of fierce battles he lost 60,000 but gained his objectives, destroying everything on its way that might help the Southerners continue the fight.

In 1864 Abraham Lincoln was unanimously renominated President. He gave the closest attention to the final military phase of the war, visiting the army. .On April 3, 1865, Grant and Lee had to recognize the futility of further resistance. The confederate soldiers laid down their arms and were allowed to return to their homes in peace.

The war lasted four years and cost the nation 600,000 lives but the concept of an indissoluble union won universal acceptance. A more technically advanced and productive economic system resulted from the war.

The war forced the Government to proclaim emancipation for slave-soldiers fighting for the Union. In 1865 it was followed by the antislavery amendment to the Constitution making slavery illegal throughout the whole country. Lincoln's part in this matter was undoubtedly central and the liberation of American slaves will be always associated with his name.

On April 14, 1865 during a theatrical performance in Washington, Lincoln was lethally wounded by a southern conspirator John Booth and early next morning he died. The feat of Abraham Lincoln's life is best summed up in the following lines from the poem by Walt Whitman dedicated to the memory of this great American:

O Captain! My Captain! Our fearful trip be done,

The ship has weathered every rock; the prize we sought is won.

Shortly before his death, the president endorsed suffrage for "very intelligent" blacks and former black soldiers in the Union army. After Lincoln's assassination President Andrew Johnson continued Lincoln's moderate policies. The 14<sup>th</sup> Amendment, defining national

citizenship so as to include blacks, was passed by Congress in 1866 and was ratified despite rejection of most Southern states.

That Northern victory launched the era of Congressional Reconstruction which lasted 10 years starting with the Reconstruction Acts of 1867. Under that legislation the 11 Confederate states were readmitted to the Union and had to accept the 14<sup>th</sup> and later the 15<sup>th</sup> Constitutional Amendments, intended to ensure the civil rights of the black freedmen.

At first Reconstruction of the Union seemed to hold many promises for Black men and women in the South, who were allowed to leave their former owners and move to other states. But in reality the Northern efforts brought few serious changes in the status of black people. The laws did not guarantee any social rights of the Blacks. They did not require redistribution of land or wealth and power and only temporarily interrupted white supremacy in the South. Without land and property black freedmen again became dependent on white landowners and worked for them as tenants. Harsh labor-contract laws, imprisonment for minor crimes, work under deplorable conditions for coal, lumber, or railroad-building corporations left most blacks in situation slightly improved from slavery. The political rights of Black people were not secured either. Under the free interpretation of the 15<sup>th</sup> amendment the freedmen were actually denied suffrage on the grounds that they lacked education and property.

At the same time the white opposition to the Reconstruction in the Southern states was growing. In 1869 the racist organization Ku-Klux-Klan added violence to the whites' resistance. Despite federal efforts to protect black people, they were intimidated at the polls, robbed of their earnings, beaten, or murdered. The Klan's purpose was not only economic (to keep the slavery) but also openly political and social, as Klansmen also attacked white philanthropists and schoolteachers who openly showed their support of the Black people. None who helped to raise the status of the blacks was safe.

The K.K.K's actions moved Congress in 1871 to pass two Force acts directed against its violence. These acts permitted the use of martial law against the Klansmen, but for a long time proved unsuccessful in combating the Klan's activities. In 1870s the failure of the Reconstruction became apparent. American reform movements achieved only partial success.

When in 1872 the Amnesty Act was adopted which amnestied the white rebels, terrorism against blacks even widened. Between 1874 and 1876 a series of "race riots" swept across the South. Nighttime visits; whippings, and murder became common phenomena. After that thousands of blacks started migrating to the North, first to Kansas City and then farther North. Thus the nation ended over 16 years of bloody war without establishing real freedom for Black Americans.



## **The Indian Policy**

The plight of the Indian population was even worse. The land-hungry American pioneers stopped at nothing in their drive to the West. In 1830 the Indian Removal Act was passed. The terrible implementation of this Act produced one of the darkest chapters in American history. The story of treaties and broken agreements, raids and massacres, was repeated in the settlement of the trans-Mississippi West and the Northwest.

The period after the Civil War was the period of the reservation policy. The blocks of land where Indians were forced to live were usually the poorest barren places where nobody else wanted to live. Extermination of the buffalo herds eventually led to destruction of the traditional Indian life as they had always lived on the buffalo hunt, and their ritual and worship had been dedicated to its success. The disappearance of the buffalo left the Indians starving, purposeless and hopeless.

By the 20-th century poverty, perpetual hunger, European diseases and hostilities had reduced the Indian population in reservations to only 250000. The Indian civilization was facing extinction. Indians were not allowed to keep their traditional culture, dances, religion and language.

### **1. Answer the questions.**

1. What was the situation with Indians and black slaves in the USA after the Revolution?
2. Were Indians and Blacks granted Civil rights?
3. Why did the abolition issue become particularly stressful in the 1850?
4. How did the southerners regard slavery?
5. How did the secession process develop?
6. What was Abraham Lincoln attitude to slavery?
7. How did the Civil War actually start?
8. How long did the war last?
9. Were the black slaves liberated immediately after the Civil War? What instruments were designed by Southern whites to terrorize blacks?
10. What were the activities of the K. K. K.?
11. Why did black Americans fail to achieve real equality during the term of reconstruction?

### **2. Render the texts in English:**

A). Завоевание независимости было лишь первым шагом, облегчавшим путь к модернизации. Прошло лишь несколько десятилетий после американской революции, как появилась новая проблема, грозившая стране разрушением государственного единства или отходом от завоеваний демократии. Эту проблему создавало растущее противоречие

между городским, индустриальным, демократическим Севером и Югом, который по-прежнему оставался рабовладельческим и сельскохозяйственным. После революции многие политические деятели, в том числе и Дж. Вашингтон, думали, что рабство, запрещенное в северных штатах, постепенно, само собой будет исчезать и на Юге. Однако ход событий был совсем иным.

Выращивание хлопка, сахарного тростника и табака на рынок требовали организованного труда большого количества людей. По мере того, как США расширяли свои границы, присоединяя или осваивая новые территории, Юг поднимал вопрос о распространении рабства на вновь образовавшиеся штаты. Между Севером и Югом вспыхивали острые конфликты из-за штатов Миссури, Канзас, Нью-Мексико. Постепенно все более реальной становилась возможность политического отделения южных штатов. В апреле 1861 г. южные рабовладельческие штаты подняли мятеж (апрель 1861 г.) с целью сохранения рабства и распространения его по всей стране.

**В) Приход к власти А. Линкольна** – непримиримого противника рабства и тем более его распространения на новые территории – ознаменовал начало давно назревавшей гражданской войны. Военные действия длились с 1861 по 1865 г. и нанесли стране огромный урон. Помимо людских потерь были и потери экономические. Некоторые города (Колумбия, Ричмонд, Атланта) были сожжены до основания, многие заводы и железные дороги разрушены. На первом этапе (1861-1862 гг.) война со стороны Севера велась нерешительно, “по конституционному”, что привело к ряду военных поражений северян. Второй этап характеризуется революционными методами ведения войны с участием широких народных масс. В 1864-1865 гг. были разгромлены основные силы южан и в апреле 1865 г. взят город Ричмонд – столица рабовладельческих штатов. Победа Севера сохранила страну как единое государство. Она уничтожила господство плантаторов и рабство (официально отменено 1 января 1863 г.) и создала условия для капиталистической индустриализации и освоения западных земель. На большей части территории США победил фермерский (так называемый американский) путь развития капитализма в сельском хозяйстве. Однако взаимная ненависть на долгие годы разъединяла южан и северян. Гражданская война не принесла действительной свободы черным рабам, освобожденным без земли. По стране бродили тысячи бывших невольников, потерявших хозяев и привычное место работы.

**В) Индейцы в Америке.** В течение двух веков американское правительство вело настоящую войну против “краснокожих”, виноватых только в том, что они занимали прекрасные плодородные земли. Это была долгая кровопролитная война, исход которой был предрешен. Силой и обманом индейцев заставляли подписывать договоры о

капитуляции и под вооруженным конвоем отправляли в резервации, на самые бесплодные, не пригодные для жизни человека территории. Это было сознательная политика “расчистки” нового континента от его хозяев.

### 3. Discussion Points:

- I. The main reasons of the Civil War.
2. The abolition of slavery.
3. Abraham Lincoln and his Contribution to American history.

## Chapter II. Years of Growth



1896 Ford Quadricycle

Read and translate the words and word combinations:

backwater	slums
A slaughter house	to streamline
obliterate	installment plan
to be plagued	thugs
to succumb(syn. submit, relent)	military conscription act
to work at full swing	to clang (clangorous)
to pay the way	desegregation
unscrupulous	incipient
to put down the riot	a dismal failure
to pave the way	relocation policy

After the end of the Civil War the United States continued the acquisition of the new territories. The United States acted like an imperial nation, gathering and settling new territories, pushing aside those who stood in its path. In 1867 the United States bought Alaska from Russia, later Spain gave most of its oversea empire to the USA – Cuba, the Philippines, Puerto Rico and a small Pacific island Guam. At the same time the USA also annexed Hawaii - a group of islands in the middle of the Pacific Ocean. Having started as a colonial country, the USA quickly became a colonial power herself.

In the early 1900s the American government wanted to build a canal across the Isthmus of Panama to join North and South America and separates the Caribbean Sea from the Pacific Ocean. As the Columbian government was slow to give the Americans permission to build the canal, in 1903 president Theodore Roosevelt sent warships to Panama. The warships helped a small group of Panamanian businessmen to rebel against the Columbian government and to give the Americans Control over a ten-and-a-half-mile wide strip of land called the Canal Zone.

Parallel to the acquisition of the oversea lands the USA continued the settlements of North American territories. After the “Gold Rush» in California gold and silver were also discovered in Colorado, Nevada and Arizona, Wyoming and Dakota. Some former mining settlements grew into permanent communities. New towns sprang up throughout the gold and silver regions.

Within twenty-five years after the end of the Civil War the Great Plains were divided into States and territories of the USA. Ranchers were feeding large herds of cattle on the “sea of grass”; farmers were using the latest harvesting technology on the large irrigated fields of “Great American Desert” to grow wheat. By 1890 the separate areas of settlement on the Pacific Coast and along the Mississippi River had moved together and the wilderness had been largely conquered.

In the 1880s great Mesabi deposits of iron were found near lake Superior. Soon the Mesabi became one of the largest producers of iron ore in the world. Besides iron at that time a great amount of coal was being extracted in the USA. Iron and coal were used to make steel for the railroads, locomotive, freight wagons and passenger cars. The first railroad finished in 1869 and was quickly joined by others. By 1884 four more major transcontinental lines had crossed the continent to link the Atlantic with the Pacific Coasts. New towns appeared along the railroads. By 1890 the industries of USA were earning the country more than its farmlands. Within a few decades after the civil war the USA transformed from an undeveloped backwater into a primary world power..

By 1913 more than one third of the whole world’s industrial production had been originated from the mines and factories of the USA. The growth of American industry was organized and controlled by the number of powerful businessmen like Andrew Carnegie, the owner of the giant Carnegie steel corporation and D. Rockefeller, the “king” of the growing oil industry. As the corporations grew bigger and more powerful, they often became “trusts”. By the early 20-century the trusts had controlled large parts of American industry. The biggest

trusts were richer than most other nations. By their wealth and power - and especially their power to decide wages and prices - they controlled the lives of millions of people.

The United States was created as a land of equal opportunities to everyone. Yet half the American people had hardly enough finance to buy sufficient food and clothing. In the industrial cities of the North, such as Chicago and Pittsburgh, immigrant workers still labored long hours for low wages in steel mills, factories and slaughter houses. The workers' homes were over-crowded slums. In the South thousands of poor farmers, both black and white, worked from sunrise to sunset to earn barely enough to live on.

The handful of rich and powerful men bribed politicians to pass laws, which favored them. Others hired private armies to crush any attempts by their workers to obtain better conditions. Their attitude to the rights of other people was summed up in a famous remark of the railroad "king" William H. Vanderbilt. When he was asked whether he thought that railroads should be run in the public interest, "The public be damned" he replied.

Progressive Americans were alarmed by the power of the trusts and the contemptuous way in which leaders of industry like Vanderbilt rejected the criticism. In the early years of the twentieth century a stream of books and magazine articles drew people's attention to a large number of national problems. Novelists like Mark Twain and Henry James analyzed the impact of wealth and ambition on social life. Herbert G. Wells in his novel "The War in the Air"(1908) sharply criticized " the unprecedented multitudinousness of the thing, the inhuman force of it all..." He wrote: "I see it, the vast rich various continent, the gigantic process of development, the acquisitive successes, the striving failures, the multitudes of those rising and falling who come between, all set in a texture of spacious countryside, of clangorous towns that bristle to the skies, of great exploitation, of district and crowded factories, of wide deserts and mine-torn mountains, and huge half-tamed rivers".

The Progressive movement found a leader in the Republican Theodore Roosevelt T. Roosevelt who became president in 1901 got particularly concerned about the power of the trusts. His idea was to give the USA the best of both worlds. He wanted to allow the businessmen enough freedom of action to make their firms efficient and prosperous, but at the same time to prevent them from taking unfair advantage of other people (the policy of so-called "square deal». However the "square deal" of Roosevelt's administration (1901-1909) failed to bring the trusts under control.

President Woodrow Wilson who won the presidential elections in 1912 started his policy "The New Freedom». One of Wilson's first steps was to reduce the powers of the

trusts, give more rights to labor unions and make it easier for farmers to borrow money from the federal government to work their land.

The Progressive movement changed and improved American life in many ways, but did not help unemployed or unprivileged very much. The ideals of equal opportunity, proclaimed in the USA, were often denied to Americans who were non-white. Millions of the Blacks still lived in great poverty. Most of them still lived in Southern farms. In cities they lived in so-called “black ghettos”, because many whites resented their moving into white neighborhoods.

### **The First World War and the Roaring Twenties.**

The World War 1 contributed to the USA to become even more powerful. While the war started on the continent of Europe, brought death and sufferings to millions of European people, the USA, physically untouched by combat and greatly enriched by wartime profits, quickly became the main supplier of weapon and capital to the countries of the Anti-German allies. The entire railroad system came under government supervision, the demand for industrial production grew fast. Guns, ships, shells, and other essential goods were made for the war.

When in May 1919 the Versailles Peace Treaty was signed in Europe, the USA met it as the country with a primary world economy, with enormous productive capacity and extensive markets for manufactured goods. Having less than 10% of the world's population, the USA produced about 25% of the world's goods and more than 40% of the world manufacture. Business boomed. Automobiles and trucks transformed the life of the nation. Airplanes, used during the war, were now geared to peacetime purposes. Chemical and electrical processes, together with light machinery made of alloyed metals, were changing the character of factories. Mass production proved itself in building ships and airplane motors. Electricity also speeded the revolution in production: in 1914 some 30% of manufacturing was electrified, in 1929 70% of all factories benefited from the power sources. In the field of finance, New York began to replace London as the hub of the world's finance market.

Businessmen became popular heroes in the 1920s. There were widespread beliefs in the USA that individuals were responsible for their own life success, and that unemployment or poverty were the result of personal failings. The newspaper and magazine writers maintained that although not all Americans could become rich, at least middle-class Americans ought to be rich.



Journalist L. Allen wrote that at that time “business had become almost the national religion of America”. Men like automobile-maker Henry Ford, steel industry owner Andrew Carnegie, oil and finance tycoon Rockefeller, George Pullman, W. Colgate, Procter and Gamble and others were widely admired as the creators of nation’s prosperity, the models of so-called “American Dream.” In 1913 Ford began using interchangeable parts and assembly-line method in his plant. By 1920 the half of the cars produced in the world were his cars, by 1930 there were over 26.7 million cars, registered in the USA. Cars in America became the “family horses, used for more than commuting to work or driving for leisure. The automobile revolution started the consumer revolution. Appliances-radios, telephones, electric refrigerators, washing machines, vacuum cleaners led the parade. The consumer boom stimulated advertising. Americans had to be convinced to spend their money, to buy all-electric kitchen, “to keep up with the Joneses” (to live better than the neighbors). “Live now, pay tomorrow” was the general motto. Incredible number of Americans began to buy goods on the installment plan (monthly payments). Thousands of Americans invested money in successful firms so that they could share their profits. There was also an orgy of speculation in real estate and stocks, buying and selling shares - “playing the market” became a national hobby and a sort of fever. Many Americans borrowed the large sums of money from the banks to buy shares on credit and to get “easy money” on selling them later “on the margin” (a higher price).

The first two decades of the 20<sup>th</sup> century came into American history not only as the years of industrial and manufacturing boom. On the surface it seemed that prosperity would continue forever but below the surface there were already a lot of troubles. Bank debts were mounting. Low wages of most workers led to underconsumption. Excessive industrial profits and low industrial wages distributed one third of all personal income to only 5% of the population. The agricultural sector was also plagued with overproduction.

One of the serious problems of the 20s was the terrible growth of crime. “The Roaring Twenties” was the general name which many historians called that time. After adoption of the 18<sup>th</sup> Amendment to the USA Constitution, prohibiting selling of alcoholic drinks, so-called “speakeasies” (illegal bars) were opened in basements and backrooms all over the country. The drinks were obtained from criminals, united in gangs or mobs, called “bootleggers”. One of the best-known mobs worked in Chicago. It was led by the gangster “Scarface” Al Capone, who turned into the great celebrities of the 1920s. His income was over 100 million dollars a year. He had a private army of nearly a thousand thugs and was the real ruler of Chicago. Competition between rival mobs sometimes caused bloody street wars,

fought out with armored cars and machine guns. The winners of the gangster wars became so powerful that they bribed police and other public officers. Organized crime opened the way for the new kind of American business. And American newspaper headlines and crime stories bespeak America's fascination with these new celebrities. , Americans loved energetic people who got ah

### **Depression and the Policy of New Deal**

In October 1929 stock prices dropped dramatically. The nation succumbed to panic. The money crash unleashed a devastating depression. Between 1929 and 1933 the shock of the depression was felt in all areas of American life. Distress influenced such industries like coal, railroads, construction and textiles. By the end of 1931 nearly eight million Americans were out of work, but unlike unemployed British or German workers in Europe they received no government unemployment pay. Millions spent hours shuffling slowly forward in "breadlines" where they received free pieces of bread or bowls of soup, paid for by the money collected from those who could afford charity.

By 1932 the situation became still harder. Thousand of banks and over 100000 businesses had closed down. Industrial production had fallen down by half and wage payments by 60%. Twelve million people, one out of every four of the country's workers, were unemployed. The factories were silent, shops and banks closed. With the number of people out of work rising day by day, farmers could not sell their produce. In despair some of them banded together. Some paraded together with the workers in angry demonstrations, demanding that President Hoover (1929-33) take strong action against depression. Hoover who strongly believed in market economy said that he could do two things to end the Depression: to balance the budget and to restore businessmen's confidence in the future. Time and time again in the early 1930s Hoover told people that recovery from the Depression was "just around the corner". But the factories remained closed and the breadlines grew longer.

A change took place with the election of Franklin D.Roosevelt as president in1933. Although Roosevelt was crippled by polio he was energetic and determined to care for the welfare of ordinary people. Roosevelt's main idea was that the federal government should take the lead in the fight against the Depression. His program, which he called The New Deal 15 major, consisted of a number of legislative measures. At first Roosevelt took active steps to stabilize banking. He also put right agricultural production by paying subsidies to farmers and introduced a system of regulated prices for corn, cotton, wheat, rice and dairy products. Believing that his most urgent task was to give employment to the American people, he proposed a plan for public works and relief payments to the needed citizens. Roosevelt was

especially anxious about the young people. The Civilian Conservation Corps found work for many young people. Part-time employment was provided for students who were invited to build roads and construct hospitals and schools. Roosevelt's New Deal program financed the painting of murals and the staging of plays. Writers were paid to write guidebooks and regional ethnics. In 1935 the Act was passed that granted workers the right to unionize and bargain collectively. New trade unions were organized.

During his first term Franklin Roosevelt did not manage to fight unemployment and solve some other tasks completely. As a result of all his measures unemployment dropped from 13 million people in 1933 to 9 million in 1936, but there were still over four million jobless people in the country and there was no real increase in the life of Afro-Americans, Indians and other minorities. The nation was still plagued by under consumption.

Ultimately it was the Second World War that put the American people back to work.

### **The Second World War and the USA**



When the Second World War broke out in 1939 F. Roosevelt, who had been reelected for the second term, persuaded the USA Congress to approve the first peacetime military conscription act in the USA history and later to accept his Lend Lease Plan. The USA quickly became the main supplier of weapons and other goods to the countries fighting Hitler Germany. American factories began working at full swing again. The unemployment practically ended.

In 1941 after Japanese warplanes bombed, sank and badly damaged 8 American battleships in American base Pearl Harbor (Hawaii), killing over 2000 men, the USA declared war against Germany and Japan. They joined the countries of anti-Hitler coalition (The Soviet Union and Britain).

The USA government organized the whole American economy towards winning the war. "Old Dr. New Deal has to be replaced by Dr. Win-the-War", said. Roosevelt. Controls on wages and prices were placed, and high income taxes were introduced. Gasoline and some foods were rationed. Factories stopped producing consumer goods such as cars and washing machines, and started making tanks, bombers and other war supplies. The USA war production became six times greater than the military output before the war. The overall effect

of the war was a positive one for the economy in general and the business community in particular.

In November 1942 Combined British and American forces landed in North Africa, defeating the German general Rommel's Africa Corps. 1943 they invaded Sicily, the mainland of Italy and months of bitter fighting freed Rome from German control.

At Tehran conference (Iran, 1943) Stalin met Roosevelt and Churchill to coordinate their military plans with the Allied cross-channel invasion. In 1944 the Allied troops opened so-called The Second Front in Europe and after hard fighting occupied France and liberated Paris. In September Allied forces crossed Germany western border. On the 25<sup>th</sup> of April the remarkable event took place – British and American soldiers met advancing Soviet troops on the banks of the River Elbe in the middle of Germany. In five days Hitler committed a suicide. German soldiers everywhere laid down their weapons and on the 5<sup>th</sup> of May 1945, Germany surrendered.

The final details of the war and plans for the postwar world were hammered out at the Yalta Conference in the Crimea in 1945. Russia was to become the guardian of the nations of Eastern Europe. Defeated Germany was to be divided into four zones of military occupation, and a conference was to be convened in San Francisco on April 25 to create the United Nations Organization and formulate its Charter.

Roosevelt left Yalta physically weak but pleased that he had brought Allied unity. Nine weeks after Yalta conference he had a stroke and died. His Vice President Harry Truman came into office. Truman participated with Stalin and Churchill in the final meeting at Potsdam, from which two declarations were issued. One of them confirmed the occupation zones in Germany and settled the reparation issue.

The second was an unconditional surrender ultimatum to Japan. In 1945 American bombers made devastating raids on Japanese cities. In June the island of Okinawa fell to the Americans. On August 6 an American bomber dropped an atomic bomb over the Japanese city of Hiroshima. A few days later, a second atomic bomb was dropped on the city of Nagasaki. Both cities were devastated and nearly 2000000 civilians were killed. Even the scientists who had been working on the bomb were shocked by the result. On August 14 the Japanese government surrendered. The Second World War was over.

### **The Cold War and the McCarthy Witch Hunts**

The Cold War was an ideological struggle between the Soviet Union and the United States over control of the world. Americans was the only nation in the world that the Second

World War had made better off. Their homes had not been bombed or their land fought over like the homes and land of the Russian people. Busy wartime factories had given them good wages. Americans became the most prosperous people in the world. But despite economic prosperity during the years under president Truman (1945-53) and then president Eisenhower (1953-61) there was a constant anxiety in America and fear of the Russian influence on the afterward world. After two unpleasant surprises – the Soviet Union's atomic bomb and the creation of communist China – a wave of panic swept across the USA. Due to the terrible propaganda some Americans started to see communist plots everywhere. When in 1950 North Korea invaded South Korea their fears became even stronger. An ambitious and unscrupulous politician McCarthy tried to use these fears to win fame and power for himself. He started the campaign that came into American history with the name a "Witch Hunt" – a search for people he could blame for supposed threats to the United States. For over five years, from early 1950s till the mid 50s McCarthy launched the serial of "hearings", accusing a lot of people – government officials, scientists, and famous entertainers – of secretly working for the Soviet Union. He never gave proofs, but Americans were so much frightened by the threat of communism that many believed his accusations. They were afraid to give jobs or even to show friendship to anyone "suspected" in "Soviet sympathy". In 1957 McCarthy died, but so-called McCarthyism did serious damage to the relations between the countries.

In 1961 a new President John F. Kennedy (1961-3) was elected, the most progressive president since A. Lincoln and F. Roosevelt. He was young, had a good education, energy and keen, quick wit. The unfulfilled promise of Kennedy's thousand days in office is nearly impossible to measure. He told American people that they were facing a "new frontier" with both opportunities and problems. He announced policy of fighting poverty and giving civil rights to black people. He streamlined and pushed through the space program and new laws for pollution treatment, but his main merit was his foreign policy.

When J. Kennedy came to the office, foreign problems were numerous. Soviet Union power was growing and relations between two superpowers were as cold as ever. The incipient nations of Africa were rebellious. Fidel Castro had taken control of Cuba. Unrest was evident in all Latin America. Kennedy's first two innovations – the Peace Corps and the Alliance for Progress – captured the imagination of much of the world. The Peace Corps sent thousands of young Americans abroad to assist underdeveloped countries. The Alliance for Progress was designed as a broad assault upon the economic and social problems of Latin America.

In June 1961 a group of anti-Castro Cuban exiles supported by the CIA attempted an invasion of Cuba at the Bay of Pigs. Although the attempt was a dismal failure, the Soviet Union tried to install Soviet medium-range ballistic missiles and bombers in Cuba. Kennedy met the Soviet Union challenge and displayed great mind in dealing with what was probably the most serious confrontation of the Cold War era. He gave the promise not to invade Cuba. The leader of the Soviet Union Nikita Khrushchev also promised to recall the weapons from Cuba. The two leaders succeeded in setting up a "Hot Line" to facilitate a quick exchange of views in case of major crises, and in signing a Nuclear Test Ban Treaty that halted surface atmospheric and outer space testing. While Kennedy was president he frequently said: "All I want them to say about me is what they said about John Adams, 'He kept the peace'". In the speech he had intended to give in Dallas on November 22, 1963, the day of his assassination, Kennedy declared: "We ask...that we may be worthy of our power and responsibility, that we may achieve in our time and for all time the ancient vision of 'peace on earth, goodwill toward men'". Kennedy's sensible policy not only reduced the tension between the two but also started the policy of so-called "détente".

Even the long and bloody war in Vietnam (1965-73), finished by the victory of the latter, was not allowed to interfere into it. In May 1972 President Nixon flew to Moscow to sign the Strategic Arms Limitation Treaty (SALT) with the Soviet Union. The idea of SALT was to slow down the arms race as well as to make war between them less likely. When the Soviet troops marched into Afghanistan in 1979 American Congress refused to renew the SALT agreement. Both the United States and the Soviet Union continued to develop new, more deadly nuclear missiles and in the early 1980s détente looked dead. In the middle of the 1980s American military strength was increased so much that president Reagan realized the necessity to slow down the race. M. Gorbachev, who came to power in 1985 in the USSR, also believed that the huge cost of the arms race was crippling the Soviet Union economy. In 1987 Gorbachev and Reagan signed the Intermediate Range Nuclear Force (INF) treaty. According to the treaty both countries agreed to destroy all their land-based medium and shorter-range nuclear missiles within 3 years. A hope was born that a new time of peaceful cooperation between the SU and the USA might be possible now. "I believe that future generations will look back to this time and see it as a turning point in world history. We are not in a cold war now" the British prime Minister Margaret Thatcher said in 1988.

### **Afro-Americans after the World War II**

World War II paved the way for change in the area of civil rights. In 1946 president Truman created a President's Committee to investigate the status of civil rights in America and



recommend their improvements. In 1947 the committee called for changes in lynch laws, voting laws, for elimination of discrimination in the armed forces and in the federal civil service through the creation of the Fair Employment board. A lot of cases were passed to the Supreme Court. In 1954 the Supreme Court ruled that segregation of children in public schools on the basis of race as unconstitutional. After the decision had been given, the question appeared how the nation, and particularly the Southern population, would respond to it

Under President D. Eisenhower desegregation made progress. But in the Deep South resistance to it began even to harden. White Citizen's groups were created, and the Ku Klux Klan was revived. In 1956 nineteen Southern senators issued a "Manifesto" against "forced integration". Economic reprisals were taken against blacks and the progressive organizations were under constant fire. The first open official resistance occurred in Little Rock (Arkansas), when the school board approved of a plan to admit a few black students to central High all-white school. The night before the opening of the school the governor of Arkansas appeared on television to announce that he was strongly against the plan. In 1963 President Kennedy had to dispatch regular army troops to Oxford, Mississippi, to put down a riot when black James Meredith tried to be enrolled as a university student. "It ought to be possible for American students of any color to attend any public institution they select without having to be backed by troops",- the president commented.. By 1964 only 1.17% of all black students were attending schools with white pupils. Schools for black students were usually much inferior to schools in middle-class neighborhoods

On December 1, 1955 black woman Rosa Parks boarded a bus in Alabama and sat down in the free whites-only section, as she was very much tired. Whites and the bus driver began to threaten her, but she did not move. Her arrest proved to be the catalyst for a new black protest movement. Under the leadership of Baptist clergyman Martin Luther King, Montgomery blacks formed the Improvement Association, boycotted the bus lines, and referred their case to the state court and then to the Supreme Court. Seventy-five percent of the black population walked to work. Both the District court and Supreme Court ruled that segregated busing was unconstitutional. The movement propelled King into a position of national prominence and led to the organization of a regional group called the Southern Christian Leadership Conference or SCLC, a group of one hundred southern clergymen of the beliefs that churches and church leaders must assume civil rights. From the beginning its emphasis was on nonviolence, and its guiding light was Dr. Martin Luther King. The organization was active in the areas of voter registration, protests, and citizenship. Although SCLC preached nonviolence, blacks were beaten, set upon by police dogs, and hit with water from high-pressure water hoses. Still the brutal treatment of black demonstrators shown by national television little by little stirred the

nation's conscience. More and more whites became convinced that it was time for the blacks to achieve equality.

Martin Luther King was primarily responsible for the March on Washington in 1963 for Jobs and Freedom – the largest civil rights rally in American history. Over 250,000 blacks and whites gathered to ask the president for a federal fair employment practice. They also demanded new civil rights legislation. The protests of the 1950s, the March on Washington, Birmingham, and the consciences of white Americans climaxed in a monumental Civil Rights Act in 1964, claiming the discrimination based on race or sex in all public facilities and in all areas of interstate commerce as illegal. The Voting Rights Act abolished the number of discriminating devices and provided protection for persons seeking the right to vote.

From 1965 to 1968 King's direction was a much more northerly one. He became involved in peace movements against the Vietnamese War and in better housing conditions for blacks in northern ghettos. King's leadership cannot be overestimated. He was the driving force of the Civil Rights movement of the 1960s and the apostle of nonviolent protest. He viewed the world in terms of a brotherhood of people and accomplished so much more than black leaders before him. King never lived to see whether his "dream" would be realized. His life was cut short by his assassination on April 4, 1968, in Memphis, Tennessee.

Black Americans began to play a much greater role in American society. The black middle class has appeared. The struggle was long and hard, but blacks have gained more positions of power and prestige than ever before in politics, in the media, in police, in justice, in education, in sports and offer a lot of promise. The slogan "black is beautiful" today has taken on a new meaning. In Virginia, Douglas Wilder became the nation's first elected black governor. When the Voting Rights Act of 1965 was passed, there were only 300 black elected officials, now there are more than 7,000. Emanuel Cleaver was elected mayor of Kansas City – a city where only one of four votes is black. General Colin Powell rose to prominence during the Gulf War and was invited to Bush administration later to the position of State Secretary. He was changed by black woman Conzolesa Right. The climax – the election of the first black President Barack Obama at the end of 2008. Barack Obama's trip to Moscow in June, 2009 was an impressive diplomatic performance to shift the orientation of U.S.-Russia relations from the past to the future.

### **The American Indian Today**

During World War II approximately 25 thousand Indians served in the armed forces, the majority as enlisted men in the army. Many were awarded for bravery. Because of increased contact with the white world, some Indians preferred the white man's ways and were assimilated. Many others returned to the reservations. Those who remained in white society lived in two worlds with two cultures.

After World War II under the Eisenhower administration in 1953 some measures were taken to accelerate assimilation and destroy remaining Indian culture, which provided a real threat to the tribes. So-called “relocation” policy was implemented. Many Indians were screened, and those judged best suited to survive in the cities were chosen in the reservations.” Relocation Centers” exist in Los Angeles, San Francisco, Chicago, Phoenix, and Minneapolis. Some Indians were successfully relocated and started to live in the white urban world. Others returned to the reservations or remained jobless and homeless in the city.

However, not all postwar policies were so disastrous. In 1946 an Indian Claims Commission was established to make amendments for breaking of some 400 treaties made in colonial days. It gave permission to the Indian, whose number is now about two million, to sue the government for adjusted compensation for lands or other properties taken from them as the result of broken treaties. Under President Kennedy the government perused new programs of education, vocational training, housing, and economic development. The health of the Indian people was taken over by the US Public Health Service.

Under President Johnson the Indian R. Bennett was made Commissioner of Indian Affairs. The anti-poverty program of the Office of Economic Opportunity made it possible for Indians to administer their own programs on a limited basis.

The modern Indians are on the move, and their national conscience has again been aroused. The National Congress of the American Indians and the National Indian Youth Council are trying to head a movement toward Indian nationalist protest. Meanwhile President Reagan and futher administrations attempted to develop a successful business attitude to reservations and at the same time implement welfare and program budget cuts. A plan is being debated to place more self-determine-nation in Indian hands and less reliance on the government.

Some books devoted to Indians’ plight were published. Dee Brown’s book “Bury My Heart At Wounded Knee” became a bestseller. While the movies such as “Soldier Blue”, “A Man Called Horse” and “Little Big Man” portrayed Indian perspectives sympathetically, the movies “Little Big Man”, “Powwow Highway” and “Dances with Wolves” went a long way toward changing the usual Hollywood stereotypes of Indians

### **1. Answer the questions.**

- 1.What factors have contributed to the USA becoming the leading economic nation?
- 2.What role did tycoons play in American society?
- 3.Why were measures taken to control big business?
- 4.What were the main causes of the Great Depression?
- 5.Why were the World Wars so beneficial for the USA?
- 6.What were the main reasons of the “witch-hunt” of the 50s in the 20<sup>th</sup> century?

- 7.What is the role of John Kennedy in the détente?
- 8.What measures were taken by the Federal Administrations for desegregation of Black Americans after World War II ?
- 9.What is the role of Martin Luther King in the civil right movement of Black Americans?
- 10.What is the situation of Indians now?

## **2. Render the texts in English:**

**А)** Победа северных штатов и модернизации во время гражданской войны принесли свои плоды. США получили стимул для мощного рывка вперед. За 10 лет, с 1860 по 1870 г, число промышленных предприятий выросло на 80%, а общая стоимость продукции – на 100%; за это время было проложено 20 тыс. км. железнодорожных путей. Вростание Юга в промышленный переворот происходило долго и с большими трудностями, но все-таки процесс выравнивания северных и южных штатов развивался.

К началу 20 в. США шли впереди всех других государств по уровню промышленного производства. К 1913 г. продукция черной металлургии и угледобывающей промышленности превышала то, что выпускали в этих отраслях Англия, Германия и Франция вместе взятые. Что же создало основу такого быстрого расцвета? Причин было много. Американские историки считают, что важную роль сыграли богатые сырьевые ресурсы; большой приток иммигрантов, которые обеспечивали растущую промышленность рабочей силой; хорошо налаженная система водного и железнодорожного транспорта; протекционистские пошлины, защищавшие американскую промышленность от иностранной конкуренции.

**Б)** На протяжении второй половины 19 США не раз потрясали экономические кризисы. Хотя американские рабочие в целом жили лучше европейских, уровень их жизни был достаточно низок, а условия труда тяжелы. Социальные контрасты особенно ярко проявлялись в городах, где прекрасные современные здания соседствовали с мрачными трущобами, много раз описанными американскими журналистами и писателями.

Уже в 1880-е гг. по стране прокатилась волна возмущения и требований лучших условий труда. Рабочие США, ставившие перед собой, как правило, «ближайшие» экономические цели уже к началу 20 в. добились основных прав на организацию союзов и проведение забастовок, на заключение коллективных договоров с работодателями.

Не меньшую активность проявляли и фермеры, объединившиеся в эти годы в ассоциации и союзы фермеров, пользовавшиеся огромной популярностью в стране,

критиковавшие коррумпированность правительства, и оказавшие большое влияние на политическую жизнь.

Превращение страны в самую сильную индустриальную державу в мире, при всех противоречиях этого процесса, произошло в значительной мере благодаря результативному диалогу между государственной властью и обществом. В ответ на волну возмущений против злоупотреблений монополий правительство Теодора Рузвельта начало принимать меры по обузданию трестов и корпораций. Прошли шумные судебные процессы, на которых применялась тактика «беспощадной огласки». Нельзя сказать, что с произволом монополий было покончено, но он был существенно ограничен антитрестовскими законами.

**В)** Великая депрессия 1929 г. была первым звонком, возвестившим о наличии какого-то изъяна в либеральной экономике. Оказалось, что принцип «каждый за себя» не приводит автоматически ко всеобщему благоденствию. Франклин Рузвельт стал инициатором целого комплекса реформ, призванных не только устранить последствия депрессии, но и оздоровить американское общество в целом. В рамках «нового курса» Рузвельта была организована помощь нуждающимся, миллионы безработных получили возможность принять участие в общественных работах, субсидированных государством. Был установлен контроль за выпуском ценных бумаг, принят закон о социальном обеспечении, предусматривавший страхование безработных, введение пенсий, государственную помощь вдовам, сиротам и инвалидам. Закон о трудовых отношениях не только устанавливал систему государственного регулирования трудовых отношений, но и окончательно закреплял право рабочих на забастовки и организацию профсоюзов.

**Г)** За две мировые войны были убиты и искалечены миллионы людей, погибли неисчислимые материальные ценности. Но пламя войн не затронули территорию Америки. Соединенные Штаты наращивали промышленную мощь, автоматизировали производство, производили оружие и продавали его другим странам. На военных поставках американские монополии наживали колоссальные капиталы. В период между двумя мировыми войнами США выросли в мирового банкира. После второй мировой войны в результате ослабления западных стран, участвующих в войне, США захватили их рынки, сильно увеличили экспорт товаров, за которые многие государства расплачивались золотом. Золото поступало в американские банки со всех континентов Подавляющее большинство стран Западной Европы стали должниками США.(Н.Карев. Америка после юбилея).

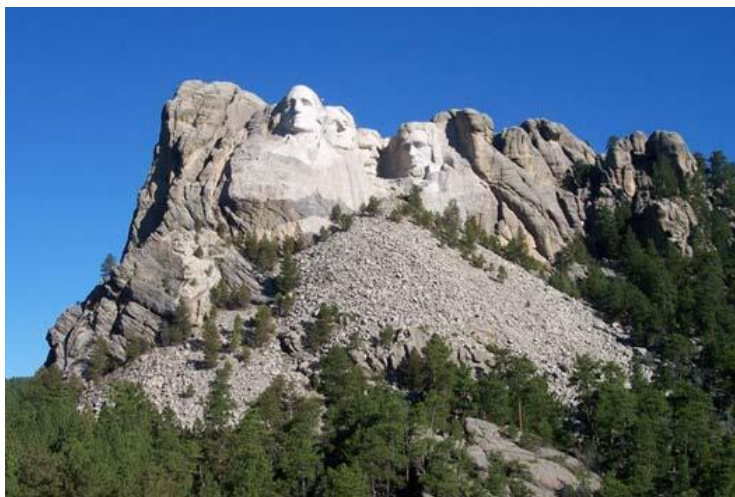
Д) Начало формирования «социалистического лагеря» после Второй Мировой Войны заставило Запад принять ответные меры, в частности «план Маршалла», ставший беспрецедентным актом вмешательства государственного аппарата Соединенных Штатов в «свободную экономику». Однако сплочение Запада для противостояния советской экономике не остановило его отхода от протестантских идеалов. Важной вехой были 1960-е годы, когда был убит президент Кеннеди и пастор Мартин Лютер Кинг. Из дискриминируемой группы черные стали превращаться в привилегированную группу афро-американцев.

Одновременно труды доктора Альфреда Кинси произвели «сексуальную революцию», опрокинувшую пуританскую мораль, на которой держалась Америка.

### 3. Discussion Points:

1. Franklin Roosevelt and his role in American history;
2. John Kennedy and his peaceful initiatives
3. What developments have affected the role of Black people in the USA?
4. The life and recent changes in the life of American Indians

## Chapter III. The Governmental and Political System



Mount Rushmore. Gutson Borglum memorial of Washington, Jefferson, Lincoln, Roosevelt.

Read and translate the words and word combinations:

to be in force

to have drives

“check and balances” powers

national party conventions

a succession of state primaries and caucuses

to specify

to amend (amendment)

to go to the polls



to correct wrongs

fellow citizens

to strike down

to override a veto

to be bound to party program

to be subject to

to vote a “straight ticket”

a constituency

a number of civic groups

to run for president

to vote the straight ticket

a national convention

nominate (nominee)

to reach a compromise

electoral college

lobby (lobbying)

The governmental systems of the United States – federal, state, country, and local are quite easy to understand. The operation of these systems is based on the US Constitution, which was adopted by US Congress in 1785.

The Constitution the oldest still in force in the world sets the basic form of government: three separate branches, each one having powers (“check and balances”) over the others. It specifies the powers and duties of each federal branch of government, with all other powers and duties, belonging to the states.

To meet the changing needs of the nation, the constitution has been repeatedly amended. Ten amendments in the Bill of rights (1791) guaranteed the basic rights of individual Americans. The other sixteen amendments included the one besides banning slavery (1865) to give women the right to vote (1920)

### **The Bill of Rights**

The first 10 amendments to the Constitution and their purpose

#### **Protections afforded fundamental rights and freedoms**

*Amendment 1:* Freedom of religion, speech, press, and assembly; the right to petition the government.

#### **Protections against arbitrary military action**

*Amendment 2:* Right to bear arms and maintain state militia (National Guard).

*Amendment 3:* Troops may not be quartered in homes in peacetime.

#### **Protections against arbitrary and court action**

*Amendment 4:* No unreasonable searches or seizures.

*Amendment 5:* Grand jury indictment required to prosecute for a serious crime. No “double jeopardy” – being tried twice for the same offence. Forcing a person to testify against himself or herself prohibited. No loss of life, liberty without due process.

*Amendment 6:* Right to speedy, public, impartial with defense counsel, and right to cross-examine witnesses.

*Amendment 7:* Jury trials in civil suits where value exceeds 20 dollars.

*Amendment 8:* No excessive bail or fines, no cruel and unusual punishments.

**Protections of states' rights and unnamed rights of the people**

*Amendment 9:* Unlisted rights are not necessarily denied.

*Amendment 10:* Powers not delegated to the United States or denied to states are reserved to the states or to the people.

Although the constitution has been amended 26 times it is still the “supreme law of the land” which has been fought for and won.

The constitution provides for three main branches of government which are separate and distinct from one another; the executive branch (the president, the vice president, the cabinet), the legislative branch (the Congress) and the judicial branch (the Supreme Court).

The powers given to each are carefully balanced by the powers of the other two. Each branch serves as a check on the others. This is to keep any branch from gaining too much power or from misusing its powers. The chart below illustrates how the equal branches of government are connected and how each is dependent on the other two.

**The Separation of Powers. The Policy of Checks and Balances**

The USA Congress has the power to make laws, but the President may veto any act of Congress. Congress, in its turn, can override a veto by a two-thirds vote in each house. Congress can also refuse to provide funds requested by the President. The President can appoint important officials of his administration, but they must be approved by the Senate. The courts have the power to determine the constitutionality of all acts of Congress and of presidential actions, and to strike down those they find unconstitutional.

The system of checks and balances makes compromise and consensus necessary. Compromise is also a vital aspect of other levels of the US government.

The system of “check and balances” protects against extremes. It means for example, that new presidents cannot radically change governmental policies just as they wish.

**Political Parties.**

The US Constitution says nothing about political parties, but over time the US has developed a two-party system: **the Democratic and Republican parties**. Other small parties such as the Liberation Party and the Labor Party do not play any important role in national politics. The present-day Democratic Party was founded in 1828 representing Southern

planters. The Republican Party, founded in 1854, united industrial and trade bourgeoisie from Northeast. Later after the Civil War the differences between the two parties became minimal.

Sometimes, the Democrats are thought of as associated with labor, and the Republicans with business and industry. Republicans also tend to oppose the greater involvement of the federal government in some areas of public life, which they consider to be the responsibility of the states and communities. Democrats, on the other hand, tend to favor a more active role of the central government in social matters.

Yet it is still more difficult for ordinary Americans to distinguish between the parties. Furthermore, the traditional European terms of “right” and “left”, or “conservative” and “liberal” do not quite fit the American system. Someone from the “conservative right”, for instance, would be against a strong central government. Or a Democrat from one part of the country could be very “liberal”, and one from another part quite “conservative”. Even if they have been elected as Democrats or Republicans, Representatives or Senators are not bound to a party program, nor are they subject to any discipline when they disagree with their party.

While some voters will vote a “straight ticket” in other words, for all of the Republican or Democratic candidates in an election, many do not. They vote for one party’s candidate for one office, and another’s for another one. As a result, the political parties have much less actual power than they do in Britain.

In the U.S., the parties cannot win seats, which they are then free to fill with party members they have chosen. Rather, both Representatives and Senators are elected to serve the interests of the “people-and the areas the represent, that is, their “constituencies”. In about 70 percent of legislative decisions, Congressmen will vote with the specific wishes of their constituencies in mind, even if this goes against what their own parties might want as national policy. It is quite common, in fact, to find Democrats in Congress voting for a Republican President’s legislation, quite a few republicans voting against it, and so on.

### **Elections**

**All** American citizen, (at least 18 years of age), may take part in elections. Before the elections take place the Americans who want to vote must register.

There are 50 different registration laws in the U.S ( one set for each state). Both voter registration and voting has dramatically increased during the last twenty years, especially as a result of the Civil Rights policy. Some civic groups, e.g. the League of Women Voters, are actively trying to get more people involved in the electoral process and have drives to register as many people as possible.

Legislators (Senators and Congressmen) are elected from geographical districts directly by the voters according to the principle “one person, one vote”. Under this principle, all election districts must have about the same number of residents. Almost all elections in the USA follow “the winner – take – all principle”: i.e., the candidate who wins the largest number of votes in a Congressional district is the winner.

**The national presidential election** consists of **two separate campaigns**: one is for the nomination of candidates at national party conventions. The other is to win the actual election. The nominating race is a competition between members of the same party. They run in a succession of state primaries and caucuses (which take place between March and June). They hope to gain a majority of delegate votes for their national party conventions (in July or August). At the party convention having now almost theatrical character (bands, balloons, lot of noise, etc.) the party's official candidate for the presidency is selected. This is followed by a presidential campaign that begins very early and continues until election in early November when the candidates make final television appearances and appeal for the votes. Presidential campaigns also include major expenses, apart from TV and radio and the press advertising, such as the travel costs of the candidate and his staff, their salaries and campaign literature. Such publicity items as campaign pins and bumper stickers are also widely used. All these tremendous campaign costs are financed with federal funds with equal amounts of money for each major party. At the time of the primary campaigns the competing candidates may also receive private contributions. Every campaign attracts hundreds of unpaid workers at the grass roots, or local political level.

In November of the election year (years divisible by four, e.g. 1988, 1992, 1996, etc.), the voters across the nation go to the polls. If the majority of the popular votes in a state go to the Presidential (and Vice - Presidential) candidate of one party, then that person is supposed to get all of that state's “electoral votes”. These electoral votes are equal to the number of senators and Representatives each state has in Congress. The candidate with the largest number of these electoral votes wins the election. **The «Electoral College»** formally reports each state's electoral votes, a procedure established by the constitution.

In recent years there has been discussion about eliminating the Electoral College procedure. Many people think it is awkward and undemocratic. Opponents of the Electoral College favor the direct election of the president and vice-president. Others believe that in a close popular election only the Electoral College can clearly establish the winner.

In January of the following year, in a joint session of Congress, the new President and Vice – President are officially announced. The ceremony of inauguration always takes place at noon on

January 20. The president's Inauguration speech is regarded as a declaration of principles proclaimed by the new Administration.



### **The Administration or the Executive Power.**

The President and the vice – president of the United States are elected every four years to a four –year term of office, with no more than two full terms allowed

**The President** chooses the fourteen cabinet members who head departments, such as Justice, Defense, or Education; chooses who will run as vice president; appoints federal judges; chooses heads of agencies such as the FBI and CIA; proposes laws, and approves federal laws after Congress has approved them; appoints US ambassadors to foreign countries; bears the responsibilities of relations with foreign countries and commander- in chief of armed forces.

Since the time the very first American President so – called “father of the nation” George Washington was elected there have been 42 presidents in the USA. Nine presidents were elected for two terms. Four American presidents were assassinated: Abraham Lincoln (1865), James Garfield (1881), William McKinley (1901) and John Kennedy (1963).

**The Vice President** leads the Senate and combined meetings of both houses of Congress, .serves on special government committees and. becomes president if the president must leave office.

**The Cabinet** together with the president, the cabinet members (13) form the government. They advise on issues related to their departments.

The USA Congress, **the legislative branch of the federal government**, is made up of **the Senate** and **the House of Representatives**.

There are 100 Senators, two from each state. One third of the Senators are elected every two years for six – year terms of office. The Senators represent all of the people in a state and their interests.

The House of Representatives has 435 representatives. They are elected every two years for two – year terms. They represent the population of “congressional districts” into which each state is divided. The number of Representatives from each state is based upon its population. For instance, California, the state with the largest population, has 45 Representatives, while Delaware has only one. There is no limit to the number of terms a Senator or a Representative may serve.

**Congress** proposes and approves federal laws; can declare war; decides upon taxes and money budget; approves the choice of federal judges; regulates commerce among the states and with foreign countries; sets rules for the naturalization of foreign citizens.

A new Congress session begins on the 3<sup>rd</sup> of January each odd – numbered year and continues for two years. The most of congressmen's work is done in committee meetings. There are 16 “standing”, or permanent, committees in the Senate and 22 in the House of Representatives. Here the bills (offered by either house) are studied, experts are consulted, and recommendations are made. Because the Congressmen on a committee are experts in that field, they accept and improve some bills, but reject most of them. The committee responsible for a particular bill holds hearings on it. Experts appear before the committee and offer suggestions and opinions about the bill. After the hearings, the committee reports its recommendations to the House. These recommendations may include suggested changes in the bill, or the committee may propose an entirely new ones. Generally Congress goes along with the decisions of its committees. For a bill to become a law it must be passed by both the House and the Senate and signed by President. If President disapproves, he vetoes the bill by refusing to sign it and sends it back to Congress. To overcome President's veto the bill must get a two-thirds majority in each chamber.

Americans, always concerned that their politicians represent their interests, often form **“pressure” groups, political lobbies, public action committees (PACs), or special interest groups**. Such groups influence politicians on almost any imaginable subject. One group might campaign for a nationwide, federal gun-control law, while another group opposes it.

In the previous centuries people who wanted to hand in petition or to discuss some project went to Washington, to the Capitol and there met the Congressmen from their states. The tradition is still alive, only today it is big corporations, social organizations, foreign diplomats, etc. who try to influence law – making in their favor. This is done with the help of lobbyists who arrange meetings with Congressmen, and through bribery and persuasion make them vote for measures favorable to the group they represent. Practically lobbyist (backstage influencing of legislation) has become legal, it means, that the passing of a bill can be prevented if it does not suit the interests of a definite group of Big Business.

The delicate art of influencing legislation has moved a great distance from the days when votes were bought with black cases full of money. Today's successful lobbyists are more likely to be smooth professionals. But if lobbying techniques have grown complicated, the name of the phenomenon is still the same: special interest. Lobbyists may call themselves legislative counsels or Washington representatives, but they are still hired to sell their client's special interests.

Although a 1946 law requires all lobbyists to register with the clerks of both chambers of Congress, and to give annual reports of the money used for this or that bill, the most effective lobbyists seldom do. They try to remain, if possible, invisible. They do not even like to call



themselves lobbyists. But more and more people realize that legislation is shaped as much by both the hidden influences and by the public debates.

The third branch of government is **the Judiciary branch**. The judiciary, especially **the Supreme Court**, makes sure that laws are constitutional. Nine Supreme Court judges are appointed for life.

In addition to the Supreme Court, there are also **twelve courts of appeal and ninety-one district courts**. Congress has the power to fix the number of judges sitting on the Court, but it cannot change the powers given to the Supreme Court by the Constitution itself. The Supreme Court consists of a chief justice and eight associate justices. They are nominated by the President but must be approved by the Senate. Once approved, they hold office as Supreme Court Justices for life. A decision of the Supreme Court cannot be appealed to any other court. Neither the President nor Congress can change their decisions.

The Supreme Court has direct jurisdiction in only two kinds of cases: those involving foreign diplomats and those in which a state is a party. All other cases, which reach the Court, are appeals from lower courts. Most of the cases involve the interpretation of the Constitution. The Supreme Court also has the “power of judicial review”, that is, it has the right to declare laws and actions of the federal, state, and local governments unconstitutional. While not stated in the Constitution, this power was established over time.

### **Federalism: State and Local Governments.**

Although Federal Laws apply to all citizens wherever they live, each of the fifty USA states also has its own Constitution and three branches of the Government: Executive, with a governor, a legislative assembly, and a judiciary.

Each state has its own state police and its own criminal laws. The same is true with marriage and divorce laws, driving laws and licenses, alcohol laws, voting procedures. In turn, each city has its own police force that it hires, trains, controls, and organizes. Neither the President nor the governor of a state has direct power over it. Police departments of counties are often called “sheriffs’ departments”. Sheriffs are usually elected, but state and city police officials are not.

All education at any level is the concern of the states. The local communities have the real control at the public school level. They control administration of the schools, the school board officials, and their local community taxes largely support the schools.

A great many of the most hotly debated questions, which in other countries are decided at the national level, are in America settled by the individual states and communities. Among these are, for example, laws about drug use, capital punishment, abortion, and homosexuality.

Most states and some cities have their own income taxes. Many cities and counties also have their own laws saying who may not own a gun. Many airports, some of them international, are owned and controlled by cities or counties and have their own airport police.

Among the areas under the local concern there are also the opening and closing hours for stores, street and road repair, or architectural laws and other regulations. E.g., some local community or a school board might determine that a certain novel should not be in their school library. The same is true of films. But another village, a few miles down the road, might accept both.

A connecting thread that runs all the way through governments in the U.S. is the “accountability” of politicians, officials, agencies, and governmental groups. This means that information and records on crimes, fires, marriages and divorces, court cases, property taxes, etc. are public information. It means, for example, that when a small town needs to build a school or buy a new police car, how much it will cost will be in the local newspaper. In some cities, meetings of the city council are carried live on radio. As a rule, politicians in the U.S. at any level pay considerable attention to public opinion. This “grass roots” character of American life can also be seen in town meetings or at the public hearings of local school boards. Neighborhoods, communities, and states have a strong pride in their ability to deal with their problems themselves without “Those fools in Washington” who always try to interfere in their local and private matters and spend their tax money.

The traditional American distrust of a too powerful central government has kept the controversy between federal, states’ and local rights over the years.

### **1. Answer the questions.**

1. What three main branches is the federal government of the US divided into?
2. What principle forms the basis of the US constitution?
3. What way has the original text of the constitution been changed in?
4. What is the difference between Republicans and Democrats?
5. What is the procedure for electing delegates to national Conventions?
6. What are the functions of the houses in Congress?
7. How does a Bill become a law?
8. What is lobbying and how is its existence officially justified?
9. How is the US president elected?
10. What is “the Cabinet”?
11. What is the US president responsible for?
12. What is the main instrument of the federal judiciary?
13. What is the main significance of the Bill of Rights?
14. What is the attitude of many Americans to their politicians?
15. What are the responsibilities of State Governments?

### **2. Find the English words and phrases corresponding to the Russian equivalents:**

1. национальная конвенция;
2. общие выборы
3. привлекательность (кандидата);
4. оказывать давление,
5. первичные выборы;
6. получить подавляющее

большинства голосов; 3. группа, отстаивающая чьи-либо интересы; 5. положить конец правонарушениям; 6. на самом низком уровне (движения); 7. баллотироваться на пост президента от какой-либо партии; 8. достичь компромисса; 9. выдвигать кандидата. 10. голосовать за кандидатов от разных партий на различные должности; 11. платить членские взносы; 12. коллегия выборщиков; 13.. привлекательность (кандидата); 14. оказывать давление; 15. проводить подготовительную пропагандистскую работу перед обсуждением какого – либо законопроекта;

### **3. Render the texts in English:**

**А)** Американская Конституция не была вполне совершенной в момент создания. Не вполне совершенна она и сегодня. Но в ней содержится вдохновляющий пример идей, необходимых для обретения независимости и гарантированных законом свобод. В 1789 году представитель штата Вирджиния Джеймс Мэдисон, ставший позднее четвертым по счету Президентом США, представил на рассмотрение первому Конгрессу Билль, в котором было 12 поправок к Конституции. 10 из них позднее вошли в Конституцию США 1791 года. Билль о правах” сыграл огромную роль в истории Соединенных Штатов. В нем четко определены и гарантированы права и свободы, которые сегодняшние американцы считают фундаментальными и неотъемлемыми: свобода совести, слова, печати, собраний и другие основные свободы.

#### **Б). Структура американского федерализма.**

Творцы американской конституции создали систему «конституционных противовесов», основанную на точно установленных конституционных нормах, отведенных законодательной, исполнительной и судебной власти. Система «конституционных противовесов» определяет также и взаимоотношения федеральной власти с американскими штатами. В обязанности федерации в лице президента входит защита территории штатов от внешнего вторжения. В чрезвычайных ситуациях свои военные полномочия главнокомандующего президента может осуществлять и внутри страны, используя военную силу на территории любого штата для восстановления законности и порядка.

Велика в США и роль Верховного суда. Он вправе отменять законоположения, если сочтет их незаконными, включая и те, которые подписаны президентом. Однако решение об использовании федеральных вооруженных сил – прерогатива президента, и даже высшая судебная инстанция США не вправе отменить эти президентские полномочия.

Штаты имеют свои конституции и свои своды законов. Но одним из основных принципов американского федерализма является верховенство федерального права по отношению к правовым системам штатов. Штаты не могут вступать в международные

союзы, заключать международные договоры, выпускать деньги, не имеют права на выход из союза. Надзор за деятельностью администрации штата осуществляет губернатор. Он имеет также и законодательные полномочия, но все его действия не должны идти вразрез с конституцией США.

Американские штаты всегда считали себя частью, органически связанной с президентской властью и властью Конгресса. Сильный президент и сильный Конгресс являются для них основами их собственной стабильности и благополучия.

**В) Как конгресс издает законы?** На рассмотрение каждой сессии Конгресса Соединенных Штатов вносятся тысячи законопроектов. Все они, идет ли речь об оказании помощи пострадавшим от засухи фермерам, о восстановлении пенсии несправедливо обиженного ветерана или о решении приостановить забастовку, начинают свой путь в одном и том же месте – в Капитолии, который стоит в центре Вашингтона на небольшой возвышенности, называемой Капитолийским холмом. Именно здесь законодательная ветвь правительства Соединенных Штатов – Конгресс – дебатировать законы, по которым живет страна и ее народ..

Через какие этапы проходит законопроект, прежде чем стать законом? Законопроекты могут быть внесены только членами Конгресса, но предложения о новых законодательных мерах могут исходить из самых разных источников. Профсоюзы, женские организации, ассоциации любителей гражданских прав и вообще любые группы особых интересов из любой части страны могут добиваться законов, отвечающих их интересам. Многие законопроекты, рассматриваемые Конгрессом на каждой сессии, поступает из Белого Дома. В начале каждого года Президент намечает свою законодательную программу в особой речи – Послании о положении страны, произносимой на открытии первой сессии Конгресса. Вслед за этим администрация начинает кампанию, чтобы подробно разъяснить цели Президента. Правительственные эксперты подолгу, иногда месяцами совещаются с наиболее влиятельными членами Конгресса и представителями групп особых интересов, помогая выработать законопроекты в соответствии с программой Президента...

После внесения законопроекта эксперты по прохождению законопроектов в обеих палатах предлагают редакционные поправки с целью облегчить прохождение законопроекта, а также консультируют конгрессменов относительно проблем, которые могут возникнуть по предлагаемой мере. Такой эксперт также рассылает законопроект по соответствующим комиссиям и подкомиссиям для обсуждения, внесения поправок, проведения слушаний и наконец голосования.

### Г) От хижины Тома до Барака Обамы. Час пробил...

2008 год от Рождества Христова будет на много веков вписан в историю огромными буквами. Мы - современники грандиозного тектонического сдвига в судьбе человечества. Он вызван сразу двумя факторами, сработавшими одновременно.

Во-первых, уже в общемировом масштабе грянул кризис либеральной экономики, спущенный с поводка после исчезновения коммунистической угрозы. Во-вторых, произошло неожиданное психологическое отторжение американским народом того последнего, что оставалось еще от бывшей протестантской самонадеянности, - раза всегда и во всем правого американского государства. Этот образ поддерживали президенты, которые неизменно были англосаксами; «белыми дьяволами» по выражению Джека Лондона. У последнего из них, Буша, эта страсть была особенно маниакальной. Но это была агония. Очевидно, что цивилизация в ее нынешнем виде в 2008 г. окончила свое существование. Что за человек Обама, мы не знаем. Но мулат Обама ассоциируется с добрым, мягким, человечным дядей Томом. И народ решил сделать Белый дом его хижинкой, изгнав из него наломавших дров англоамериканцев. (Виктор Тростников).

#### 4. Discussion Points:

- I. Which document is the operation of the US government based on?
- 2.Explain the function of the different branches of government in the USA.
- 3.Compare them with those in Britain and the RF.
- 4.The election of a president is a long and complex process;
- .What is the relationship between federal, state, and local governments and what are their responsibilities?

## Chapter IV. Education



Read and translate words and word combinations:

literate people

special emphasis was laid on...

residential colleges

to be enrolled in

the amount spent on education per capital

to reduce the diversity of American

colleges	liberal arts mechanical arts	system of higher education a selection system of admission written application
school boards and grant to oversee school policy		submission of a transcript less stringent requirements tuition fee
schools	elementary junior high school middle school	campus faculty
parochial to attend school to cover grades extra-curricular activities home-economic consumer education vocational courses curriculum high school schedules to measure aptitudes in verbal and mathematical fields to enter a college, university		professor } full assistant instructor major (to major) minor } students } undergrad (ate) freshman (1 year) sophomore (II “ – “) junior (III“ – “) senior (IV “ – “) graduate (V, VI years) associate degrees } bachelor B.S.E. , B.M.E. MA, MSC, MBA PHD

One of the fundamental parts of the American “Melting Pot or “Americanization” is its education. According to the ideas of the creators of American Constitution the education of their country should reflect the nation’s basic values and ideals. Equality of opportunities for developing the nation’s greatest potential has become the most important aspect of American system of education. As many historians believe a great deal of economic, political, scientific, and cultural progress America has made in its relatively short history is due to its commitment to the ideal of equal opportunity. This is the ideal of educating as many Americans as possible, to the best of their abilities.

Millions of immigrants coming to America often tied their hopes for a better life to a good education for themselves and, most importantly, for their children. They view the Education as a way of “bettering oneself”, of “rising in the world”, as a fundamental part of the American Dream.



In the whole American society there has always been held the belief, that the more schooling a person has, the more material success he or she will achieve in the future. The colonists of Northern and Western states showed a great concern for education. In these states there were many literate people at a time, when education was still uncommon in many countries of Europe. Already in the 17<sup>th</sup> century they required all towns with more than 50 families to provide a schoolmaster at public expense. Other colonies also made provisions for free public schools. In the course of the 17<sup>th</sup> century, for instance, free schools had been established in a number of places such as New Haven, Hartford, New London, and Fairfield. In 1636 more than a hundred years before American independence several Cambridge graduates founded in the Massachusetts Bay Colony the first college, called after the name of Harvard who left it his library and half of his property.

Before the revolution nine colleges of higher learning had been opened in North America: among them the college of William and Mary in Williamsburg, Virginia, established in 1693, and Yale, founded in 1701. These colonial colleges, which later became universities, were founded to train men for service in the church and civil state. Special emphasis was laid on classical education and only those who knew Latin and Greek were considered educated. American colleges in those days tried to duplicate the English ones, but unlike old English universities they were not self-governing bodies.

The American Revolution brought a lot of changes. The independence of the states raised new questions about what American education should be.

The first state universities were founded, though their flowering did not come until after the Civil War, a century later. Rapid development of industry, agriculture and transportation brought about great changes. The technological needs of agriculture and business stimulated the creation of agricultural and engineering colleges and caused the improvement of the early nineteenth-century universities. The mid-nineteenth century saw the foundation of private school known as the Massachusetts Institute of Technology (MIT) (1861).

Gradually universities, private or public, became the dominant and most influential structure of higher education, a position they still hold. Many of the oldest and best-known liberal arts colleges, such as Yale, Columbia and Harvard, became universities during this period. By the same time state-supported colleges and universities had been established in many states, including recently settled states such as Florida, Iowa and Wisconsin and Michigan.

In 1862, Congress passed a law, which provided states with public (federal) lands to be used for higher education, especially for the establishment of agricultural so-called “cow” and mechanical-arts colleges. Many “land-grant colleges” were established. These new state-supported institutions joined the large number of older, well-established, and well-to-do privately

funded universities. They were important in the democratization of higher education in the United States.

By 1900, there were almost a thousand institutions of higher education in the U.S. Among them were law and medical “schools” and hundreds of small, four-year liberal arts colleges. One of the latter, Oberlin College in Ohio, was the first to admit women on an equal basis with men, in 1837. There were many other institutions of higher learning, which emphasized everything from the training of teachers to the pulling of teeth.

The United States have never had a national system of education although there is a Federal Department of Education, which in some ways corresponds to the Russian ministry of Education, its function is merely to gather information, to advise, and to help finance certain educational programs. Education, Americans say, is “a national concern, a state responsibility, and a local function”. Since the Constitution does not state that education is a responsibility of the federal government, all education matters are left to the individual states.

In turn, however, state constitutions give the actual administrative control of the schools to the local communities. In 1986, an average of 50 percent of the funds for elementary and secondary education came from state sources, 43 percent from local funds, and only about 6 percent the federal government. There are some 16, 000 school districts within the 50 states. School boards made up of individual citizens elected from each community oversee the schools in each district. They, not the state, set school policy and actually decide what is to be taught.

The major result of this situation is that there is an enormous amount of variety and flexibility in elementary, secondary, and higher (university) education throughout the nation.

### **Elementary and Secondary Education.**

Because of the great variety of schools and the many differences among them, no one institution can be singled out as typical or even representative.

There exist private and public schools. Since separation of church and state is a principle of American democracy and therefore religion cannot be taught in state-supported schools, there are also many parochial schools, which are supported by the church. These are often Catholic, but there are Protestant and Jewish schools as well.

Because of the inequalities inherent in society as a whole, however, the goal of equal opportunity in education remains an ideal rather than a reality. As the tuition fees are rather high in private schools they are attended primarily by upper-class children. The reason why parents send their children to these schools is that they often believe they will receive a better education in them and/or they will associate with other children of their own background. However, these

private schools are few in number, and they do not by any means displace the public schools, which are truly the central educational institution in the United States.

Today there are 6 million pupils in private schools and 43 million pupils and students in public schools at the elementary and secondary levels throughout the country. In other words 88 percent of American children attend public schools and only 12 percent go to private schools.

The divisions or stages a child passes in his school educational ladder are **elementary**, **junior high school** or middle school, and **high school**. American children begin to attend school by the age of five or six. There are also pre-school classes called kindergarten. Before this they may attend nursery school or a day care center.

Schooling is divided into twelve academic levels or grades, each of which lasts one year. Elementary school usually covers grades one through six or seven. Middle school or junior high school is from grades seven to nine or seven to eight. The concluding three or four grades form high school.

There are more or less definite demands at each level. In some areas and at more advanced levels, students can choose some subject. Students take classes in major subjects such as English, Math, History and Science. They must also take classes in physical education and a foreign language. Then they can usually choose an elective in subjects like art or music. At the end of term students get a grade of A, B, C, D, or F (fail) for each subject. Grades are based on test scores, class participation, and class and homework assignments. As they finish each class in a subject students get a credit. When they have enough of these, they can go further.

The apostle of American school education is considered to be John Dewey. This philosopher and educator believed that conveying factual information to students is secondary to teaching them thinking processes and skills, which they will use in the future. He also greatly influenced teaching techniques by stressing that activity and experimentation should come first. So, in American schools much attention is given to creative activities. Students are encouraged to be creative both during class time and extra-curricular hours.

American high schools try to adapt to the needs of society. Learning computer skills starts early. As life is becoming more complex, new subjects are introduced. Schools are initiating programs previously viewed as a part of home education. These include subjects such as driver's education, sewing and cooking classes called home economics, consumer education, and health and sex education, where issues like drug and alcohol abuse and smoking may be treated.

American high schools offer different branches of education for their students. The public school tries to bring more minority children into advanced levels of university education

and into the professions. Some might be following pre-university programs, with an emphasis on those academic subjects required for college work. Others might well be taking coursework, which prepares them for vocational or technical positions.

In addition to bilingual and bicultural education programs, many schools have special programs for those with learning and reading difficulties. Many schools also support summer classes, where students can make up for failed courses or even take extra courses. They also attempt to integrate students with varying abilities and backgrounds into an educational system shared by all. At the same time, many high school students are given special advanced coursework in sciences. Nationwide talent searches for minority group children with special abilities and academic promise began on a large scale in the 1960s.

Like schools in Britain and other English-speaking countries, those in the U. S. have also always stressed “character” or “social skills” through extracurricular activities, including organized sports. Because most schools start at around 8 o’clock every morning and classes often do not finish until 3 or 4 o’clock in the afternoon, such activities mean that many students do not return home until the early evening. There is usually a very broad range of extracurricular activities available. Most schools, for instance, publish their own student newspapers, and some have their own radio stations. Almost all have student orchestras, bands, and choirs, which give public performances. There are theater and drama groups, chess and debating clubs, Latin, French, Spanish, or German clubs, groups which meet after school to discuss computers, or chemistry, or amateur radio, or the raising of prize horses, and cows. Students can learn flying, skin-diving, and mountain - climbing. They can act as volunteers in hospitals and homes for the aged and do other public-service work.

Often the students themselves organize and support school activities and raise money through “car washes”, baby-sitting, bake sales, or by mowing lawns. Parents and local businesses often also help a group that, for example, has a chance to go to a state championship, or take a camping trip. Such activities not only give pupils a chance to be together outside of normal classes, they also help develop a feeling of “school spirit” among the students and in the community.

Whichever varieties of school curricula exist all of them envisage standardized examinations at every level of education.

There are two widely used and nationally administered tests for high school students who wish to attend a college or university. One is the SAT (Scholastic Aptitude Test), which attempts to measure aptitudes in verbal and mathematical fields through multiple-choice questions marked by computer. The other is the ACT (American College Testing program), which attempts to measure skills in English, mathematics, and the social and natural sciences.

Both tests are given at specific dates and locations throughout the U. S. by non-profit, non-governmental organizations. The tests are used by universities as standards for comparison, but are not in any way “official”.

Each year, the SAT is taken by some two million high school students. One million of these students are in their last year of high school. Another million are in their next-to-last year. The ACT, more commonly used in the western part of the U.S., is taken each year by another million high school students. With so many different types of high schools and programs, with so many differences in subjects and standards, these tests provide common, nationwide measuring sticks. Many universities publish the average scores achieved on these tests by the students they admit. This indicates the “quality” or level of ability expected of those who apply.

Needless to say, those children who have attended better schools, or who come from families with better educated parents; often have an advantage over those who don’t. This remains a problem in the U. S., where equality of opportunity is a central cultural goal. Not surprisingly, the members of racial minorities are the most deprived in this respect.

### **Higher Education.**

According to American statistics over 41 percent of high school leavers apply to colleges and universities. Every year, about 12 million Americans are enrolled in the over 3,000 colleges and universities of every type: private, public, church-related, small and large, in cities, counties, and states. Close to 80 percent of the college students attend public institutions, while a little over 20 percent are enrolled in privately supported universities and colleges. United Nations figures (1980) show that in the amount spent on education per capita, the U. S. is in ninth place in the world (behind Qatar, Sweden, Norway, the Netherlands, Luxembourg, Denmark, Switzerland, and Canada).

Every state in the US maintains at least one institution of university rank. Programs in them are often adapted to serve local needs. State universities provide opportunities of higher education usually at a cost considerably below the cost of education in private institutions.

The institutions, which provide higher education, do not constitute any coordinate system and are not controlled by any centralized national authority. Each state has the right to found new public or private institutions of higher education within its borders. However, cooperative efforts of colleges and universities have created a number of unifying factors, which reduce the diversity of American system of higher education.

### **The Types of Higher Educational Institutions:**

**Junior Colleges** (The word “college” refers either to an independent institution offering undergraduate education or to a part of a university, such as a College of Arts and Sciences or a

College of Engineering). These institutions of higher education offer two-year programs beyond the secondary school level. Courses are divided into two programs, one leading to a transfer to a four-year college at the end of two years, the other intended to be terminal at the completion of the junior college, usually leading to a profession (shop work, office work, etc.)

**Colleges of Liberal Arts**, which generally offer four years of work beyond the secondary school level. Their programs are aimed at providing a broad educational base in philosophy, science, and culture. Course work is often organized so that students may choose some specialization or concentration in one particular field during the third and fourth years of the program. Some of these colleges are private; others are run by the state.

**Specialized Institutions** are usually institutions of technology, teacher training colleges, art schools, and other specialized institutions emphasize intensive concentration in a specialty as contrasted with the broad range of liberal arts colleges. The course of study typically emphasizes technical, scientific, or engineering aspects of knowledge in the field. Today, the educational programs of some specialized institutions are broader and more comprehensive. In fact, some of them have changed their names, aims and programs to fit a university type of organization.

**A University.** An American university, having the most complex organization of all American institutions of higher education, consists of a number of schools and colleges at both levels: the undergraduate school and the graduate school. These are grouped together in one educational system. A distinctive feature of American universities is the separation of graduate from undergraduate education.

Of the nation's 1,900 institutions of higher learning roughly one-third are state or city institutions. About 1,200 are privately controlled. Approximately 700 of these are controlled by religious groups. Less than half of these institutions are liberal art colleges and universities, which stress the languages, history, science and philosophy. The rest are professional and technological schools and junior colleges.

The American ideal of mass education for all is matched by the understanding that America needs highly trained specialists. In higher education and especially in very prestigious universities the U.S. has a selective system of admission. Acceptance into the university is based on a written application, submission of a transcript showing all courses in previously-attended educational institutions, evidence that the student satisfactorily completed all requirements at the previously-attended institution, and sometimes an oral interview or written resume at the school which the student desires to attend. Different schools of higher learning may have different standards of acceptance: some may require excellent grades on the S.A.T., while others may have less stringent requirements. Smaller schools usually like to orally interview the students



before making a decision to accept him or her. This allows the school to have a close look at each student, his personality, and to make sure that the school will meet the student's goals.

At the undergraduate level universities may have several divisions - colleges of liberal arts, a school of business or engineering or applied science, etc. A student usually enrolls in one undergraduate division, but he may take courses in more than one of these.

A full-time undergraduate degree usually takes four years. Many students study part-time and work, so it may take them much longer time to finish. Some students first take an associate's degree at a community college, where the tuition fees are lower and study two more years at a four-year college to complete their bachelor's degree.

Students are classified as **freshmen, sophomores, juniors and seniors**. A freshmen is a first year student, a sophomore, a second year student, a junior, a third year student, and a senior, a fourth year student.

Most undergraduate students must take liberal arts classes in English, Math, History, and a science. They choose a major (specialize) in a subject such as business, education, or art in their third year of college or after they have completed half of their course work. Students must complete a survey course in American History or American Government in order to receive any degree from the University.

To graduate from a university requires a student to complete requirements of the university, to achieve the minimum allowable **grade** in the required courses, and to collect the required number of so-called **credits**. There is wide variation in the requirements depending on which university you look at. In general, universities and colleges require students to fulfill a set of general requirements applicable to all students at the school (specialization), as well as fulfilling the specific requirements for their **major field** of study. For example, at Haverford College they require **32 credits** for graduation, 1 credit being awarded for each course taken and passed per semester. So, 4 credits per semester and 2 semesters per year equals 8 credits per year. Four years of college education multiplied by 8 credits per year equals 32 credits, or the amount needed to graduate. However, the Linguistics Department requires 10 credits of linguistics courses in order to be eligible for the Bachelor of Arts degree in Linguistics. As a result, it is necessary to fulfill both requirements before being allowed to graduate, i.e. pass 32 credits of courses, 10 of which must be in the Linguistics Department.

In addition, most universities require a minimum grade-point average before the students is allowed to graduate. This means that all of the grades over the entire four years are averaged; if this average is less than the minimum, the student may not graduate.

There are four principal types of academic degrees, each representing a different level of academic achievement:

**The associate degree** is conferred upon the completion of two years of organized program of general, pre-professional, or semiprofessional work.

**The bachelor's (baccalaureate) degree** is the oldest academic degree used in various forms by almost every institution offering four or more years. All students who have graduated and received the bachelor's degree are classified as advanced students or graduate students. Their transcript of grades is submitted with all applications to graduate schools. To meet high tuition fees most graduate student's work and study.

Some graduate students receive grants, which cover the cost of their education; a person on such a fellowship is called **a university fellow or a grantee**.

The most common **master's degree** program represents a minimum of 1 year of work beyond the baccalaureate. In certain areas this has been extended to 2 years of required graduate study (e.g. in business administration) or even 3 years (e.g. in fine arts). It may also involve one or all of the following additional requirements: a thesis, a general examination, and mastery of a foreign language. The master's degree candidate follows a rather specific course of study, usually in a single field and arranged in cooperation with his adviser. This is not, however, considered to be a research degree, but rather preparation for **the PhD**. In certain cases it is bypassed by students going for PhD, but may be granted as a consolation prize to those who fail to qualify for the doctorate.

Master of Arts in Teaching (MAT) is one of the more rapidly growing; it is designed to prepare liberal arts graduate for secondary school teaching. Normally neither a language examination nor a thesis is required for MAT, but course in practical teaching is usually incorporated.

**The earned doctorate** is the most advanced degree conferred by American institutions. Doctoral programs usually consist of at least 3 years of study beyond the baccalaureate. There are 2 quite distinct types of doctoral programs: **the professional degree** and **the research degree**. The first type represents advanced training for the practice of a given profession, such as the Doctor of Medicine, the Doctor of Dental Science, and similar degrees. These degrees do not imply original research.

The *research doctorate* (PhD) is the highest earned degree in the American graduate school. Candidates usually follow a program of studies concentrated in one of the major fields of knowledge. They are normally required to demonstrate reading proficiency in at least two foreign languages. After a student has satisfactorily completed his course work and met his foreign language requirements, he must take a comprehensive examination to demonstrate a general knowledge of his field. It may be oral or written or both, and is evaluated by a special committee to determine whether he is prepared to undertake his dissertation (it is usually the

preliminary, or qualifying, examination). The final period of predoctoral study is given over largely to the preparation of the dissertation (this may require several years to finish). A final examination is required at most universities after the dissertation and other requirements for the degree have been completed.

According to tradition, the prospective doctor of philosophy should defend the conclusions of his dissertation. Consequently, it is frequently the custom to make public announcements of the date and place of the final examination and to permit the attendance of any scholars who may wish to participate. At one time, it was not uncommon for universities to require that doctoral dissertation be published, but the increased expense in printing costs as well as the increase in the number of dissertations have made such a requirements quite rare.

18 years old to 21 years to	1 <sup>st</sup> year-freshman 2 <sup>nd</sup> year-sophomore 3d year-junior 4 <sup>th</sup> year-senior	College or University Undergraduate Education (bachelor's degree)
2 years	Master's program	Graduate or Professional Education
3 to 6 years	Professional school (law, medicine)	
3 to 5 year	Doctoral program (after M.A. program)	

**Other degrees** Besides awarding earned degrees to students who have met the established requirements, some colleges and universities also award honorary degrees as a form of deserved recognition for distinguished public service or for outstanding creative work. Compared to the number of earned degrees, not many honorary degrees are awarded annually, and the recipient is usually an individual of such unquestionable reputation that the public looks upon the degree simply as a symbol of recognition for public service.

The concept of continuing (or lifelong) education is of great importance to Americans. Every year, over ten percent of all adult Americans further their education through participation in part-time instruction. Some estimate that as many as 45 million adult Americans are currently taking courses in universities, colleges, professional associations, government organizations or even churches and synagogues.

### **1. Answer the questions.**

1. What were the aims of early institutions of higher learning in
2. Did American colleges duplicate their British counterparts in all respects?
3. List the changes that took place in the American system of higher education in the 19<sup>th</sup> century and state their courses.
4. What does the word “school” mean as applied to an element of an American university?
5. When were women first admitted to American universities?
6. Is public education in the USA centralized?
7. Is there a unified system of education in the USA?
8. At what age do children begin to attend school in the USA?
9. What is an elementary school in the USA?
10. What is a high school in the USA?
11. What is the theoretical basis of the great amount of time allotted to extra-curricular activities?
12. What kind of personality do they try to develop in American school-students?
13. Is there a national system of higher education?
14. How can a high school-leaver enter a higher educational institution?
15. What are the entrance standards and admission policies at American universities and colleges?
16. Where is competitive admission more common: at public (state) or private colleges and universities?
17. When is the dropout rate the highest?
18. What are the two levels of the American universities?
19. What is “majoring”?
20. What are the American advanced degrees?
21. How does one obtain the Master’s degree?
22. Which of these degrees is actually a research degree?
23. How does one get the PhD degree?
24. What do the words “college” and “school” mean?
25. What weaknesses have been revealed in the American educational system?
26. What problems do minorities have to face and how does the educational system try to solve them?

### **2. Translate the Russian words and phrases into English:**

Основной принцип; образование; общее образование; децентрализация образования; детский сад; начальная школа; средняя школа; класс, оценка, система образования, программа обучения, учебный год, домашнее задание, каникулы, учащийся, основные предметы, бесплатное обучение, частная школа, плата за обучение, внеклассная деятельность, окончить школу, училище, требования при поступлении в университет, общественные науки, точные науки, предметы гуманитарного цикла, ректор университета, декан, заведующий кафедрой, отсев учащихся, разделение учащихся по способностям, студент первого года обучения, второго, третьего; студент-отличник, окончить университет, учиться в магистратуре, аспирантуре, ученые степени (бакалавра, доктора наук), фонд пожертвований.

### **3. Render the Russian texts in English:**

A). В США не существует четкого определения самого понятия «Высшего учебного заведения». В принципе любое учебное заведение, осуществляющее дальнейшую

подготовку после окончания средней школы, так называемые «послесредние учебные заведения», объединяющие часто профессиональные различные училища типа школ медсестер, педучилищ, курсов механизаторов и пр., может с равной степенью вероятности называться «колледжем», «школой», «институтом», или даже «университетом». Единственным критерием для определения характера какого-либо учебного заведения США может служить лишь качественный уровень подготавливаемых им специалистов и выполняемых в нем научных исследований.

В США существует группа, состоящая из ведущих вузов, резко отличающаяся по своим показателям от всех остальных вузов страны. Именно эта группа, прежде всего и определяет качественный вклад высшей школы в развитие научно-технического и экономического потенциала страны.

В их число входят «супервузы», которые являются безусловными лидерами в образовании и науке США. Список этих 16 «супервузов»: Калифорнийский университет-Беркли, Массачусетский технологический институт, Стенфордский, Висконсинский, Мичиганский, Иллинойский, Гарвардский, Корнельский, Вашингтонский (г. Сиэтл) университеты, Калифорнийский университет - Лос-Анджелес, Колумбийский, Йельский, Чикагский, Пенсильванский, Принстонский университеты и Калифорнийский технологический институт.

Причем, несмотря на развитие сети штатских университетов, частные вузы продолжают играть весьма существенную роль в формировании научно-образовательного потенциал США. Внутри группы «супервузов» качественный вклад частных вузов пока значительно выше, чем штатских.

(Б.А. Гончаров. Какой университет лучше?)

**Б)Высшие Учебные заведения США** Высшие учебные заведения в США различаются по числу преподавателей и студентов, по статусу и по характеру учебных программ.

Американские колледжи и университеты не придерживаются обязательной единой программы. Студентам предлагается на выбор большое число курсов из различных областей знаний. Некоторые из этих курсов обязательны, другие нет. Вместе с преподавателем-руководителем студент составляет свою индивидуальную программу учебных курсов. Так, для получения степени бакалавра ему необходимо прослушать определенное количество курсов и сдать экзамены по каждому из них. Каждый курс оценивается определенным количеством очков.

Вторая ступень американского высшего образования готовит специалистов более высокой квалификации. Эта ступень имеет два уровня. Прохождение курса на степень магистра длится 2-3 года после получения степени бакалавра. На этом этапе осуществляется более узкая специализация. В этот период студент помимо прослушивания курса лекций много занимается в лабораториях, где приобретает опыт исследовательской работы. Степень магистра можно приравнять к диплому российского университета или института с 5-6-летним сроком обучения.

Подготовка докторов предполагает большой объем исследовательской работы и еще более узкую специализацию. Для получения степени доктора необходимо выполнить специальную программу, включающую прослушивания курсов лекций со сдачей экзаменов, проведение научного исследования, написание диссертаций. Важно отметить, что американская степень доктора наук рассматривается в США как достижение определенного, обычно высокого, уровня образования.

Особенно интересна еще одна ступень высшего образования в США - «последокторская», которая практикуется лишь в крупнейших вузах США. По «последокторской» программе ведут исследования в основном ученые, специализирующиеся в области естественных наук. Последокторские исследования проводятся в рамках университетов на средства промышленных фирм и компаний, заинтересованных в данной области исследования.

#### **4. Discussion points:**

- I. Describe the differences between the structures of educational systems in the USA, Britain and the Russian Federation. Discuss their respective advantages and disadvantages;
2. Why do standardized tests play such an important role in the American education?
3. If you are in favor of a more selective educational system, write down arguments supporting your viewpoints.

### **Chapter V. The American English Language**

Read and translate the following words and word combinations:

Landmark	to ascertain
To set about	a coat of arms
To fill the gap	to be fascinated
Runaway bestseller	a coinage



To mortgage	to lay the grounds
Detachment	runaway bestseller
To lay the groundwork	royalties
To mortgage	retain-retention
A high pitch	to be nasalized
Cluster	compandium
Frontier men-переселенцы;	bonanza-богатая золотоносная жила;
pan out-намыывать золото;	stake a claim-«застолбить» участок..

The linguistic history of the American English Language is quite complicated. Having acquired numerous component elements of American culture the American English language can be rightly called “a linguistic melting pot”. Which linguistic processes have occurred in American English language to make it different from its British origin? As words are often called “windows into our past” we can say that American vocabulary reflects all events of American history.

One of the main features of the American language is derivation. The migration of the English colonists to North America created the needed vocabulary added to the 17-century British English that the earliest immigrants brought with them. In the formation of American English a lot of words were derived from the languages of the different peoples with whom the English got into contact.

First in importance came the words derived from the languages of various Indian tribes. The English immigrants met in America with the nature, plants and animals unlike anything they had seen before in Europe. The landscape was completely different from the neatly tailored English countryside. Words had to be provided for all aspects of their new life: names of rivers, mountains, lakes, plants and animal world, for implements and food .The Indian languages gave the colonists a lot of such words and thousands of geographical names all over the USA. The names Palmyra, Washington, Alabama, Alaska, Chicago, Idaho, Massachusetts, Mississippi, Oklahoma, Manhattan (island of hills) and many others are of the Indian origin. Such words as *canoe*, *moccasin*, *wigwam*, *toboggan*, *tomahawk*, *squaw*, *raccoon*, *opossum*, *skunk*, *moose*, *caribou* ,*totem*, etc. were also borrowed from the Indians.

Besides the Indian influences, American English reflects the other non-English cultures, which the colonists and frontier men met in their conquest of the continent. As we know, in the expansion of their territory, the English-speaking colonists came into contact with the French and Spanish. Some of the borrowings from these languages proved to be very

productive in American English. Words like *liaison, rendezvous, silhouette, prairie, chowder* and *rapids* came from French. *Creole, mulatto, canyon, ranch, sombrero, rodeo, mosquito, lasso cafeteria, hammock, stampede, vigilante* were acquired from Spanish. *Opera, pizza, dominoes* are of Italian origin.

The Dutch settlers also contributed some words to American English. Among the widely used words of the Dutch origin are *Yankee, boss, roster, cookie, Santa Claus*.

The words of German origin found their way into the American vocabulary as well: *frankfurter, hamburger, semester, seminar* are among them.

The black slaves from Africa brought to North America not only their culture, songs and music but also words: *jazz, hippie* are probably African in origin.

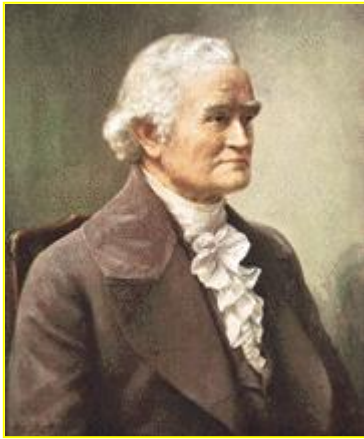
### **Linguistic Nationalism**

The American Revolution marked the turning point in the creation of new, American variant of the English language. For Jefferson, Franklin, John Adams, and the other leaders of the American Revolution, American English was one of the weapons for independence, for forming national consciousness. After the Revolution the problem of having a national language acquired great political significance. The extent to which the English language became a political problem is illustrated by the curious procession, in New York on July 23, 1788, which coincided with the ratification of the new American Constitution. An association of young men, called the Philological Society, carried the coat of arms and a book inscribed “Federal Language”, emphasizing the strong desire of many Americans to break with the classical British English.

John Adams and Thomas Jefferson made the first attempts to renovate the English language. Jefferson was fascinated by words and liked to invent the new ones. “Belittle” was one of his most famous, much laughed at in London at his time. Benjamin Franklin, who founded the first free public library in the USA, was also interested in the reform of the English language. In 1768, he published a paper entitled “A Scheme for a New Alphabet and a Reformed Mode of Spelling”. His ideas were not adopted, but made a profound influence on further US linguists. One of the first to publish the Grammar book in New York was Lindley Murray (1745-1826), the author of “*English Grammar, Adapted to the Different Classes of Learners*” (1795).

All revolutionary ideas of Jefferson, Adams, Franklin and Murray were implemented in the works of the greatest America’s lexicographer Noah Webster (1758-1843).

## Noah Webster's Language Reforms



The most famous of all American dictionary-makers, Noah Webster was as influential in the history of American English as George Washington in the American Revolution. From his *Dissertations on the English Language* in 1789 to his great monument of 1828, an *American Dictionary of the English Language* (referred to simply as “*Webster’s*”), his work was the real landmark in American language history.

Webster was born in Hartford, Connecticut, and, like many other American revolutionaries, started teaching as a means of living.. During the war for independence, schoolbooks, traditionally imported from London, were in short supply. Besides, in Webster’s view, they were unsatisfactory for American children. He complained that the English language used in such books had been corrupted by the British aristocracy, who set its own standards for proper spelling and pronunciation. He claimed to “save our native tongue from the clamor of pedantry” surrounding the English language and provide a specific American approach to training children. So, still in his twenties, Webster set about filling the gap and published three-volume compendium “A Grammatical Institute of the English Language”, consisting of *a Speller*(1783), *a Grammar* (1784) and *Reader*(1785).

The "Speller" had the greatest success and sold more than 80 million copies, turning out to be a runaway bestseller. It was written so that it could be easily taught to elementary pupils, and it progressed by age. Most people called it the "Blue-Backed Speller" because of its blue cover, and for many years it was the main textbook in American elementary school.

The royalties gave Webster the money to continue working on his political activity and linguistic reforms. Webster toured the United States, convincing that "America must be as independent in *literature* as she is in *politics*, as famous for *arts* as for *arms*", and to accomplish this she must protect the literary products of her countrymen by copyright. Webster also wrote his vigorous Federalistic work *Sketches of American Policy* (1785). In Philadelphia, where he paused briefly he published his politically effective *An Examination into the Leading Principles of the Federal Constitution* (1787).

In 1806, Webster published his first *Dictionary*, the next step in his program to standardize the American language. The following year, at the age of 43, Webster began writing an expanded and comprehensive dictionary, "*An American Dictionary of the English Language*", which took him twenty-seven years to complete. To supplement the etymology of the words, Webster learned twenty-six languages, including old Anglo-Saxon and Sanskrit.

He completed his two-volume Dictionary after returning from European tour and published it in 1828, when he was already 70. His book contained seventy thousand words and became the culmination of Webster's efforts on Americanization of the English language.

The dictionary was not sold well at Webster's lifetime and to bring out his second edition Webster had to mortgage his house. On May 28, 1843, a few days after he had completed revising an appendix to the second edition, Noah Webster died in debt and poverty.

Though not all Webster's ventures were recognized at his time, his contribution in the creation of American language is hard to overestimate. His name became synonymous with the word "dictionary", and his works on linguistics had an enormous influence on American standards of spelling and writing. By including thousands of technical and scientific terms, Webster laid the groundwork for modern lexicography and very many dictionaries published in the USA still bear his name.

### **Two Nations separated by the same language**

Once a famous Irish playwright Bernard Shaw said that America and England were two nations separated by the language. What are the main differences between British and American English now?

There are a few grammatical differences.

To begin with, some British irregular verbs (e.g. *burn*, *learn*, etc.) turned into regular ones in America. Past participle of *get* became *gotten*.

Americans say "Do you have a car?" where British people would prefer to say: "Have you got a car?"

The auxiliary word *shall* is used more seldom, and modal verb *may* in the meaning "permission" has been changed for *can*.

So-called "bare infinitive" (without *to*) is used after *help*, *insist*, *suggest*, etc.: The doctor insisted / suggested that the injured man *be* taken to hospital.

Past Simple (not Present Perfect) is often used with modifiers *just*, *already*, *yet*: "I'm not hungry. I just had lunch". "Don't forget to mail the letter. I already mailed it".

One may say that Americans tend to use articles more loosely than Englishmen. The definite article is often omitted in America after "all" in cases where it would be considered necessary in English. So Americans say "*all day*", "*all night*", "*all morning*", "*all week*", "*all summer*". A difference in the order of words may be noted in the use of the indefinite article. An American might say "*a half dozen*" or "*a half hour*", whereas an Englishman would say "*half a dozen*", "*a half of an hour*".

On the matter of prepositions there is some difference between English and American usage, too. Thus Americans say: “*the worst accident in (not for) years*”, “*five minutes after (not past) three*”, *a quarter of three*, *the man on (not in) the street*, *on the train*, *(not in it)*. He is the best player *on the team (not in the team)*; *to write someone (without to)*.

American English also tends to coin and use more freely nouns compounded from a verb and a preposition, such as *blowout*, *checkup*, *fallout*, *feedback*, etc. New words are frequently created by shifting the function of an existing word. Nouns are used as verbs: *to park*, *to package*, *to program*, *to vacation*, adjectives can become nouns: *briefs*, *comics*, *reds*.

### **Punctuation**

-Use of commas and periods inside quotation marks;

-Word order in date writing;

-Business letter salutations, colons vs. commas

Though British and American **spelling** is the same in most cases, it differs in a few details owing to N. Webster’s reforms. The British word *reflection* is written in America as *reflexion*,

Centre	as	center,
Catalogue	as	catalog,
Programme	as	program,
Organisation, analyse	as	organization, analyze,
Defence, licence	as	defense, license,
Travelling, cancelling	as	traveling, canceling,
Practise	as	practice.

There are differences in the **intonation** and **pronunciation** in two languages. as well.

American English intonation does not rise or fall as much as that of British English, it sounds more monotonous. American voices usually have a higher pitch. That is why American English often seems too emphatic and American voices seem louder than those of British speakers.

American pronunciation is more nasalized than English. There are certain differences in the pronunciation of both consonants and vowels: AE [æ] – BE [a:] in class, last, bath; [ju:] is

pronounced like [u:] in such words as «tube», «duty», «new» that are after the initial t, d, n, s, and z. ^ instead of [ O ] e.g. “hot” [h^t], “body” [b^di], “college” [k^lidʒ]. American [r] unlike the British [r] is pronounced with no friction and the tip of the tongue is curled backward.

- American [L] is always dark (твердое)
- [t] is often omitted after [n]: “twenty” [ˈtweni]
- Voiceless consonants become voiced in the intervocalic position, e.g. “better” [ˈbedə]

Here are some other examples of these differences:

Pronunciation in B.E.	Pronunciation in A.E.
Chance, last, past [ˈtʃa:ns, ˈla:st, ˈpa:st]	[ˈtʃeɪns, ˈlaɪst, ˈpeɪst]
Duke, suit [ˈdju:k, ˈsju:t }	[ˈdu:k, ˈsu:t ]
Doctor, stop, pot [ˈdɒktə, ]	[ˈd^kt ,ˈst^p , ˈp^t]
Butter, atom [ˈb^tə, ˈætəm]	[ˈ b^ də , ˈædə m]
Plenty, twenty [ˈplenti, ˈtwenti]	[ˈpleni, ˈtweni]
Clerk [ˈ klə: k]	[kˈla:k]

Either, neither ( A.E.- [i:], B.E.- [ai]), advertisement (A.E.-[ai], B.E.-[ə:]tomato-B.E.{a:},A.E.{ei}; process-B.E.{əu}, A.E.{a}; candidate(, A.E.[ei] B.E.[I]).

It is necessary to keep in mind, that pronunciation and intonation may be different in **different American dialects**. The major dialect areas, recognized in American English are Eastern New England, Western or Middle American, and Southern Americans can easily identify a man as a New Englander or a Southerner after hearing him say a few words. There are people who believe that the New England variety is a truly cultural form of speech, and there are many Southerners who are quite sure that their way of speaking is the American best.

The speech of New England (Massachusetts, Connecticut, Vermont) is characterized by the retention of rounded vowel in words like “hot” and “path” and flat **a**. The Connecticut River is an important regional dialect boundary, separating the **r-less** dialect of Boston from the other regions. Southern dialect is characterized by the loss of **r** finally before the consonants and by the unrounded vowel (as in *father, grass, dance, path*). Instead of diphthong [aw] southerners pronounce sound [a] *house, South, out*. Many speakers insert glide in *Tuesday* [tyua-] and make no distinction between vowels in **pin/pen**. Final consonant cluster reduction occurs in words like *last* and *kept* (these are pronounced something like *lass*



and *kep*). People in the southern states speak with a drawl - they tend to speak slowly and lengthen the last sound of each word. They use contracted *Y'all* for *You all*, expressions like "*Howdy, y'all*" for "*Hello, everybody*". President Clinton, from Arkansas, had a southern accent.

In New York City, especially in the boroughs outside Manhattan, many people speak so-called New Yorkese. Speakers of New Yorkese often speak very fast and tend not to pronounce "*r*" in words that end in "er". A word like "*water*" sounds like "*wata*". The presence or absence of "*r*" has become class marker. The pronunciation of *curl* as *coil* and *bird* as *boid* is characteristic of working-class speech.

The language which teenagers often like to use is strongly influenced by popular music and fashion. The immediate examples: Yinz, yunz, you'uns (plural you): Hey yoy, gues; My peoples = my parents; I were = I was; I didn' have no money; there ain't no sense= there is no sense; got'em=got them; gimme=give me; I ain't got= I haven't got; oughtta=ought to; nigger gal= black girl; Whaddaya think she's talkin' about? (What do you think she's talking about?), wysi-wyg (what you see is what you get)

Black American or Afro-American Speech has also some peculiarities. One theory holds that this variety of American English developed from so-called *pidgin* English – the language first used by black slaves of different African languages forced to communicate with each other and their owners. Another view holds that Black English results from the retention of British English features that have not been retained in other varieties of American English.

### **American Vocabulary**

One of the peculiarities of American English is *the usage of a number of medieval* English words, which are no longer used in Britain today. When the earliest English colonists came to America they were speaking English of the 17-th century. The words *fall* (autumn), used by Shakespeare, and *corn* (which means in England any grain, e.g. wheat) are immediate examples. Some old English words have developed new meanings. The very popular word *sheriff*, which meant in England or Wales a person appointed by the King to carry out ceremonial duties, and in Scotland the senior judge, in America is applied to the person who observes the law in the state. The word *guy* (*a boy, or a man in A.E. in informal use*) came from the name of one of the most popular villains in England Guy Fawkes who organized Gunpowder Plot against King James 1 in 1605.

Here are a few examples of British and American words, meaning the same phenomena or people:

B.E.	A.E.	B.E.	B.E.
Government	Administration	Goods train	freight train
Securities	bonds	label	tag
Banknote	bank bill	some time ago	a way back
Chairman	president	children	kids
Manager	executive	post	mail
Minister	secretary	form(at school)	grade
Milliard	billion	tram	street car
Leader	editorial	a tin	a can
Offer	tender	a bill	a check
Guarantee	warranty	a carpet	a rug
To run a business	to operate business	a car	a automobile
Goods train	freight train	a lorry	a truck
Label	tag	timetable	schedule
Biscuits	cookies	interval	intermission
Secondary school	high school	tap	faucet
Barristor/solicitor	attorney	sweets	candy

When your *flight deplanes* (B.E.-disembarks) in America, you take *carry-on* (hand baggage), get a *cart* (trolley), stand *in a line* (queue) to receive your *baggage* (*luggage*) in the airport. If you want to continue your journey by *railroad* (not *railway*- B.E.), you won't buy your ticket at the *booking-office* but at the *ticket-window*, and the man who sells it to you is not the *booking-clerk*, but the *ticket-agent*. The train is already waiting and you get into *a car* or *a sleeper* (B.E.- a sleeping carriage). After your journey you get out on the *track* (platform) and take *a cab* ( a taxi) or go *by subway* ( tube, underground) to the hotel or American friend's of yours. If you want to *fix a meeting* ( to arrange a meeting) with the friend, it will be best to call *him up* (not to *ring up*). If you don't have enough change you may use a *collect call* ( B.E.- charge transferred).

IF your friend has *an apartment* ( a flat) on the *second floor* (B.E.-first floor) or over, you take an *elevator* (lift) to come to him. If he lives in a house, he may have *a yard* (a garden). In the house there is *a living room with a dining area*, a bedroom and a bathroom. There is a *closet* (B.E. "wardrobe") in the bedroom, there are *draperies* (curtains) on the windows, *rugs* (carpets) in all rooms. In the bathroom there is *a tub* (a bath) and *a faucet* (taps).

When an American goes out he may walk along *a sidewalk*, (pavement) to *the downtown* (to the center). He uses *the crosswalk* ( pedestrian crossing) to cross the street. He puts *gas* (petrol) at *a kitty-corner* (diagonally opposite) *gas filling station* into *his automobile*, then drives along *a freeway* (motorway), *takes left* ( turns left) and after about three miles he comes to *the Interstate* (the main motorway in the US connecting different states). The story can be continued on and on.

The origin of many common American words and phrases is very interesting and peculiar. Here are some of them: **Uncle Sam**. That name used to belong to an American man Samuel Wilson who marched in a parade in the style of dress that had been copied for the picture in



newspaper drawings. Later this name became national personification of the USA, and sometimes more specifically of the American Government.

**Yankee** This term was at first applied to the inhabitants of the Dutch colonies in North America, especially to those who lived in New Amsterdam, i.e. New York. Dutch name Jan corresponds to English John and Kee may be the pet form of another typical Dutch name. *Yankee* became the designation of any inhabitant of New England, and sometimes of the whole United States.

**OK.** The origin of the American word “okay” generally abbreviated to two letters OK, is quite obscure. One of the versions is that O.K. represents the initial letters of “*all correct*”. The establishment of the new word was reinforced by the use of the letters “O.K.” for signing official documents during the Presidential term of general Andrew Jackson (1829-1837), who could not be called a well-educated person.

**Dollar.** The word “dollar” comes from the name of coin used 400 years ago .In 1516 silver coins began to be minted in a mine near a small village, called Joachimstal, in Bohemia. The coin was called a “joahimstaler”, after the village name, or “taler” for short. When the talers were brought to the Netherlands they were used as “daler”. The English borrowed the Dutch form “daler” and began to spell it “dollar”. The dollar had been the currency of Germany and Spain for over two centuries before it became American. Thomas Jefferson proposed that the Spanish dollar would be the unit of currency, thus helping America to become independent of the British pound sterling after the war for independence.

The California Gold Rush in the late 19<sup>th</sup> century gave rise to many new words, transforming the meanings of the original ones.

**Bonanza** The modern usage of the word “bonanza” is a figurative extension of its original one as “a very productive mine”, which is itself a direct borrowing from Spanish (meaning “prosperity” or “success”). Nowadays, it denotes something that is prospering quickly, bringing good luck and wealth. One of the long-running American TV series *Bonanza* portrayed a family of men working on their enormous Nevada ranch. The film reminded the viewers of the farms and ranches in the late 19<sup>th</sup> century,, testifying to the figurative usage of the original word.

**To Pan out.** This expression meant a method for obtaining the gold by filling a pan with the ore and gently washing away the soil and gravel, leaving the heavier gold at the bottom of the pan. The expression was figuratively broadened to the meaning “ *to get success*”.

The new ways of life and characters of 20-21 centuries brought a lot of new words and coinages “*Disk jockey*”, “*natural*” (something very suitable), “*show business*”, “*star*” (popular performer), *baby-sitter*, *basketball*, *chewing gum*, *credit card*, *home-made*, *know-how* and so on are all originally from the American usage of the world of business, entertainment and technology.

Many of the new American words are based on old grammar processes of compounding existing words, as in “*boyfriend*, *bookstore*, *brainstorm* *ballfrog*, *supermarket*, *heliport* (*helicopter* + *airport*), *motel*(*motor*+ *hotel*), *docusoap* (*documentary* + *soap opera*), *breathalyzer* (*breath* + *analyze*), *fly-drive holiday* (to travel by plane and a car”). American English also tends to coin and use more freely nouns compounded from a verb and a preposition, such as “*blowout*, *checkup*, *fallout*, *etc.* Nouns are used as verbs: *to park*, *to package*, *to program*, *to vacation*. Adjectives can become nouns: *briefs*, *comics*, *reds*.

### **Globalization of American English**

The American vocabulary during the 19<sup>th</sup> and especially 20<sup>th</sup> and 21 centuries began to be exported abroad due to its economic, political and technological prominence in the world. American movies, radio, television, pop culture have certainly hastened the process.

In recent years Americanisms have been introduced into international usage. The ubiquitous *OK* seems to occur more frequently nowadays in England than in the land of its origin and may be found in quite formal situations, such as on legal documents and computers to indicate the correctness of details. Americanisms have slipped into British English and father in the most unobtrusive way, so that their American origin is hardly regarded at all. *Know-how*, a *cafeteria* ,a *supermarket*, a *filmstar*, *coca/pepsi-cola*,a *skyscraper*, *chewing*

*gum, a credit card, a skyscraper, a baby sitter, electrocute, etc.* firmly established not only in Standard British English. but in many other countries as well.. Most words and usages are frequently borrowed from American English quite unconsciously. Even when they are consciously borrowed, the fact that they are of the transatlantic origin is soon forgotten.

American dictionaries give a fascinating glimpse of the vast changes in American and, inevitably, global English by the electronic age. Some fifty years ago no one walked on the Moon, bought a sun blocker or running shoes. VCRs were unknown. Heavy metal, punk rock music, post-modernism, yuppies and soft contact lenses didn't exist. Hundreds of new business buzz-words are used, reflecting the birth of global markets and the take-over boom. Americans invented a lot of new words connected with new technology, computers and internet: *state-of-the-art (very latest technology), artificial intelligence, a notebook, a laptop computer, download, upload, online, offline, website, to hack, software, know-how, the dotcom economy, screensaver, trackpad, thumbnail, footprint, gridlocked, cyberpet, a techno-wizard, a cybercafe* and many others of computer-related terms are increasingly invading the daily life.

A lot of **politically correct terminology** also appeared: people of color, coloreds, organized crime (mafia), Hispanic culture, stay-at-home mom (housewife). Among such words there are **euphemistic references**: senior citizens or older adults (pensioners), the loved one ( death and funeral references), to dehire employees ( to fire them), powder room (ladies' toilet), etc.

**Vocabulary of equality:** *Fireman-firefighter; policeman-police (security) officer; mailman-mail carrier; salesman-sales person; manmade-artificial; synthetic-manufactured; stewardess-flight attendant, chairman-chairperson; chair-presiding officer.*

A lot of **abbreviations** and **acronyms** appeared, especially often used in media and ads ( advertisements): NATO (North Atlantic Treaty Organization) , UNESCO (United Nations Educational, Scientific and Cultural Organization), IIMF (International Monetary Fund), CIA (Central Intelligence Agency), Call (Computer Assisted Language Learning), ZIP code (for Zone Improvement Plan), SALT (Strategic Arms Limitation Treaty), INF (Intermediate Range Nuclear Force), AAAAA (American Association for the Abolition of Abbreviations and Acronyms), all mod cons (all modern conveniences), ch.(central heating), d/g (double garage), etc.

The spreading of American English is also supported by the international examination TOEFL (Test of English as a Foreign Language) which all foreign students and immigrants are obliged to pass to study or live in the USA.

### **1. Answer the questions:**

1. How can the Indian contribution to American English be traced?
2. What kind of words did the English settlers borrow from other languages?
3. When was the phrase “the American language” used for the first time?
4. What importance did the founders of American nation attach to the power of the language?
5. Who was the first to think of reforming the chaotic English spelling?
6. What measures were suggested to promote American English?
7. What was the aim of this political action?
8. Why is Webster called the champion of American English?
9. What did Webster do to develop American English?

II.. Here are some words and phrases which can cause confusion when used by Brits and American talking together because they mean something different in each “language”. Can you explain what American and British people mean when they say : a bill, a purse, subway, pants, vest, wash up?

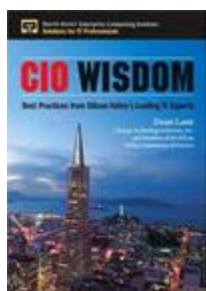
**2.** Can you give the British equivalents to the American words: gasoline, truck, sidewalk, line, vacation, trunk (of a car), hood (of a car), a cab, freeway, round trip, a railway car, an engineer (on train), an eraser, a closet, drapers, faucet, a yard, cookie, candy, garbage, intersection, a living room, a long-distance bus, blue-chip investments, call loan, stocks, an express man, to fix a meeting, government bonds?

### **3. Discussion problems:**

1. Describe the differences between British and American English in grammar, vocabulary and pronunciation. Give examples.
2. List the major dialects of American English.
3. Why can American English be called as “a linguistic melting pot”?
4. What are the reasons of the influence of American English on its mother tongue and many other languages of the world?



## Chapter VI. American Science



### Part I.

Read and translate the following words and word combinations:

To monitor	To encourage the acquisition of knowledge
Scientific establishments	To lag behind – отставать
Hands-on scientific instruction	Challenges of World War I
To give a mighty boost	Scientific undertakings
To destine	To entail
To diffuse	To pursue
Public outreach	To follow the suit
Intact	Under the auspices [ 'o:spisəs ]
A chunk	To regain momentum
To pave the way	To be second to none

Similar to education, the USA does not exercise a centralized science and technology policy. At the same time it is impossible to say that there is absolutely no central monitoring of science and technology here. The US scientific establishments have always been serious responses to society's practical needs. Since America was rich in natural resources but relatively poor in facilities and personnel for education and research, an independent establishment with close ties to the Federal Government was needed to master resources for the guidance of the nation's scientific community. When in the late 18<sup>th</sup> and the early 19<sup>th</sup> centuries new ideas and technology demanded new approaches and teamwork, **the American Association for the Advancement of Science** was founded (1848).

In 1863 **the National Academy of Sciences (NAS)** was organized. The creation of the Academy originated from the immediate practical problems of the time of the Civil War. It also reflected the fact that at that time the US was beginning to emerge as a technological country. 0. The Academy created departments and bureaus related to scientific and technological problems (the Geological Survey, the National Bureau of Standards, the US Weather Bureau, the Patent Office, etc.). The need for hands-on scientific instruction led to the organization of scientific

schools and centers of learning and research (at Yale and Harvard Universities), and the Massachusetts Institute of Technology (M.I.T.1861).

American political leaders' welcomed the scientists from other countries. Among them the inventor of the telephone Alexander Graham Bell from Scotland, a developer of alternating-current electrical systems Charles Steinmetz from Germany, the creator of television camera Vladimir Zworykin. The serb Nikola Tesla went to the U.S. in 1884, where he invented brushless electrical motor based on rotating magnetic fields.

. The challenges of World War I had a far-reaching effect on the development of science in the USA. During the war and after it American universities produced the great number of well-trained scientists and engineers. With the introduction of graduate schools into American education scientific research began to play a major role in many universities. American industry began to have a scientific foundation; several of the larger industries established research laboratories of international level. The Federal Government also developed a number of scientific agencies. Besides during World War I and especially during World War II a lot of leading European scientists, many of them of Jewish descent, fled to America from the regimes of their countries. One of the first to do so was **Albert Einstein**. After him a good percentage of Germany's theoretical physics community left for the US as well This circumstance gave American science in general and the American academy in particular a mighty boost.

In the post-war era the US began to occupy a position of unchallenged leadership, being one of the few industrial countries not ravaged by war. By the mid-1950s the research facilities in the US were second to none, and scientists were drawn to the US for this reason alone. This led to the situation that since 1950, Americans have won approximately half of the Nobel Prizes in the sciences

One of the most spectacular-and controversial- accomplishments of US technology became the harnessing of nuclear energy. The concepts that led to the splitting of atom had been developed by scientists of many countries before, but the conversion of these ideas into reality of nuclear fission was accomplished in the US in the 1940s. The development of the atomic bomb and its use against Japan in 1945 initiated the Atomic Age, a time of anxiety over weapons of mass destruction that lasted through the Cold War.

The sophisticated advantages of atomic energy led also to its peaceful uses in economy and medicine. The first US commercial nuclear power plant of atomic energy started operating in Illinois in 1956.

The US government gives huge investments to the science sector, which attract scientists from all over the world to work there. The increasing number of American Nobel Prize winners (so far over 781) shows that the level of science and the organization of science management in the US has become very high. It is also worth mentioning that among the American Nobel Prize winners there are not a few Russian former compatriots (over 60), who moved to the USA during different periods of time and under different circumstances. Undoubtedly, they have left a considerable “Russian” trace both in American and the world science.

Since World War II thanks to large-scale federal sponsorship the nature of academic research has gone a very substantial change **in the humanities and social sciences** as well

The increased expenditure on scientific research and education propelled the United States to the forefront of the international scientific community. **The American Academy of sciences (NAS)**, which occupies at present a whole quadrangle at Constitution Avenue in Washington D.C., has a great number of programs that include the participation in international scientific undertakings, the development of working relationships with other academies, cooperation in worldwide scientific project. Although it does not maintain direct research programs of its own, as, for example, the Russian Academy of Sciences, the Academy plays its leading role in various advisory governmental committees and determining scientific policy matters in general. The Academy also established a number of its Councils and Foundations.

**The National Research Council. NRC** was intended to strengthen and enlarge the role of the Academy in public affairs by adding to its staff a much larger body representing a very wide cross-section of American scientists and engineers and acting at the same time as the center for intersociety scientific activities.

**The National Science Foundation (NSF)** is responsible for the progress of science across all disciplines: astronomical, space, earth and ocean sciences; programs concerned with biological and social sciences; investigations in engineering; encouraging the training of engineers at undergraduate and graduate levels through grants. NSF sponsors work in mathematical sciences, computer research and chemistry; manages and funds the US activities in Antarctica. NSF also administers programs for exchange with other countries of students, scholars and teachers.

**The American Physical Society (APS)** pursues the mission “to advance and diffuse the knowledge of physics”, to be active in public and governmental affairs, and in the international physics community. There is a long list of the names of prominent American physicists awarded with different national and international prizes: Gorge Pullin working on gravitational waves, Kris Larsen, studying astronomy and black holes, David Landau, the Director of the Center for

Simulational Physics at the University of Georgia, Timothy Gay with his group investigating polarized electron scattering chiral molecules (e.g. DNA) and many others.

**The National Academy of Engineering** was established in 1964 as an organization of distinguished engineers, sharing with the National Academy its responsibility for advising the Federal government.

There are also in the USA scientific organizations formally classified as “independent research institutes “ but nicknamed as “**Think Tanks**” or “**Brain Factories**”. The main aims of **TT** or **BF**, attached to the Federal. government and its Agencies by annual contracts, are not traditional research and development but long-range thinking and producing analysis ideas necessary for policy-making, problem solving and decision-making. The largest of the “think tanks” is **the RAND Corporation** (Research and Development). RAND employs a lot of prominent scholars: mathematicians, chemists, physicists, social scientists, computer experts and others. The most important researches carried out by RAND are connected with military tasks.

A great part of **Research and Development** is done **at the US universities**, oriented toward not only instructing undergraduates but also toward research, sponsored mainly through contract systems. At present the US universities are involved in **two kinds of research**.

**Department research** is carried out by the faculty in the traditional academic pattern. It is supervised by a professor, assisted by graduate students and technicians. Such research is not budgeted by outside sources and referred to “**as little science**”.

**Big science research** is mainly funded by outside sources: the Federal government agencies, NSF, private business enterprises, different non-profit institutions and even international agencies, e.g. UNESCO. Most of the research at the best private universities such as **MIT (Massachusetts Institute of Technology)**, **Johns Hopkins University** and others is done by the grantees of above mentioned bodies .As one of the means of aiding the progress of science and engineering they offer three-year graduate Fellowships to the brightest graduates and students. Among those who have received this Fellowship are 9 Nobel Prize Winners, many members of the National Academy of Sciences and Space research. A considerable part of the money comes from the Pentagon, which remains the biggest supporter of new technologies and developments. The US government also maintains its own laboratories (such as the **Oak Ridge National Laboratory**, **the National Research Laboratory** or **the Brookhaven National Laboratory**) run by government workers but dependent on universities as a source of permanent research personnel. The governmental and military contracts also encourage the growth of science-oriented industries nearby ( e.g. Bell Laboratories).

Almost in tandem with the Atomic Age there has been running **the Space Age**. American scientist Robert Goddard was one of the first to experiment with rocket propulsion systems in the 30s.. Over next 10 years the interest in rocketry increased in the US, Britain, Germany, and the Soviet Union. During the late 1940s, the US Department of Defense pursued upper atmospheric research as a means of assuring American leadership in this field. A major step forward came when President D. Eisenhower approved a plan to orbit a scientific satellite as part of the International Geophysical Year for 1957 to gather scientific data about the Earth.

The Soviet Union quickly followed the suit, launching in October 1957 the world's first artificial satellite **SPUTNIK 1**. The space race began and in October, 1958 the Congress and the President created the Federal Independent Agency **National Aeronautics and Space Administration (NASA)** as "An Act to provide for research into problems of flight within and outside the Earth's atmosphere and for other purposes". NASA was headed by Famous German rocket specialist Werner von Braun and absorbed into itself the earlier National Advisory Committee for Aeronautics and lots of other organizations. It keeps three major research laboratories and some smaller test facilities (with the annual budget of 100 million dollars and 8000 employees). Eventually NASA created other Centers and a number of affiliates including the Space Center in Huston, where the forming and training of the space crews is carried out.

On April 12th, 1961 Russian cosmonaut **Major Yuri Gagarin** became the first man in space. After returning to the earth he pronounced a well-known challenge: "Now let the other countries try to catch us". Several weeks later President Kennedy appealed to Congress: "I believe this nation should commit itself to achieving the goal of landing a man on the moon and returning him safely to earth". Within very short time after that NASA began to conduct space missions. On May 5th, 1961 **Alan B. Shepard Jr.** became the first American to fly into space, and on February 20th, 1962 John H. Glenn became the first US astronaut to orbit the Earth. One of the highlights of the program occurred during Gemini 4, on June 3, 1965, when **Edward H. White** became the first US astronaut to conduct a spacewalk.

The main achievement of NASA during its early years involved the human exploration of the Moon Project Apollo. In 1968, after 11 years of major challenges and tragedies – notably 1967 fire in an Apollo capsule, having taken the lives of three astronauts, the Apollo project under the auspices of the NASA was under way. Apollo 7 carried three men around the earth, and then Apollo 8 carried three others around the moon. Apollo 9 and 10 tested the workability of the lunar module. On July 16, 1969, the spacecraft Apollo 11 was ready for launching. Astronauts **Neil Armstrong and Edwin Aldrin** were transferred to the lunar module, the Eagle, and landed on the moon, leaving behind a plaque that read "Here Men from Planet Earth First

Set Foot Upon the Moon. July 1969 A.D. We Came in Peace for All Mankind”. “That’s one small step for man, one giant leap for mankind”, said Neil Armstrong as he first scuffed the surface of the moon with his foot on July the 20<sup>th</sup>.

Since then, there have been other American flights to the moon. .Displays at the National Air and Space Museum in Washington, D.C. show the developments in space travel. From the scientific point of view, Apollo 15 and Apollo 16 expeditions were especially important., as they were aimed at learning more about the origin of the moon and the universe. During the moon expedition astronauts **Scott and Irwin** were able to leave the lunar Module to drive around over more than 27 kilometers of lunar ground and bring back a chunk of truly ancient lunar crust. After Apollo 17 the exploration of space shifted from the Apollo lunar program to Skylab, the manned orbital space station. In 1975, NASA cooperated with the Soviet Union to achieve the first international human spaceflight, **the Apollo-Soyuz Test Project (ASTP)**. The two spacecrafts were launched within 7.5 hours, docked three hours after and .3 American astronauts **Thomas P. Stafford, Vance Brand ,Donald Slaytor** and 2 Soviet Cosmonauts **Alexei Leonov and Valerii Kubasov** met and shook hands in orbit. After that various US space shuttles docked with the Mir nine times, and 52 American astronauts as well as astronauts from Europe and Japan, visited the station for research and training.

During the 1980s and the 1990s, the USA launched several spaceships to investigate distant planets. Pioneer X passed Jupiter; Mariner X became the first probe to fly to Venus and Mercury. The Viking probes landed on Mars and provided valuable information of the planet.

By the 1980s NASA had created the nation’ space transportation system of the future – the Space **Shuttle**, that was a reusable manned spacecraft taking off like a rocket and landing like an airplane.After the number of successful missions of shuttle Columbia,the third in NASA’s shuttle program Discovery went into operation.

Although the risks of the space flights were decreasing, and space flights have become to seem almost routine one cannot insure their absolute safety. The tragic day in the space program was on January 28, 1986, when the space shuttle Challenger exploded soon after liftoff due to the leak of one of two Solid Rocket Boosters. All seven members of the crew including a woman astronaut were killed. On the First of February 2003 American Space Shuttle Columbia broke up over Texas as it descended for a landing at the Kennedy Space Center in Florida following a 16-day flight. All its seven crewmembers died. The Shuttle program was grounded for over two years, while NASA and its contractors worked to redesign the Boosters and increase safety and regain the momentum lost due to the Challenger disaster.



In spite of the tragedies and loss of the human lives NASA has remained a leading force in space scientific research. Since 1975 there have been a number of space expeditions to Mars, Jupiter and its moon Europa stimulating public interest in aerospace exploration. NASA's **Hubble Space Telescope** launched in 1990 discovered 16 extrasolar planet candidates. Using innovative technologies, the Mars Pathfinder spacecraft landed on Mars on July 4th, 1997 and explored the surface of the planet with its miniature rover. The Mars Pathfinder mission was a scientific success, watched by many via the Internet. This success was followed in January 2004 to much scientific and popular acclaim by the landing of the Spirit and Opportunity rovers.

**John Mather and George Smoot's** Nobel Prize awards of 2006 marked the inception of cosmology as a precise science and manifested the work of more than 1,000 researchers, engineers and other participants for the experimental measurements that revealed the blackbody form of the microwave background radiation measured by satellite launched by NASA in 1989.

With the end of the cold war the technical cooperation between Russian and U.S. scientists aerospace companies increased. In the 1980-s the USA and Russia set up five united workgroups for coordination of cooperated actions in such fields as biology, astrophysics, solar physics and interplant researches. In the 1990-s both countries continued cooperation and spread it to aeronautics and piloted space flights. From 1995 to 1998 the joint programs **Mir-Shuttle** and **Mir-NASA** were carried on. The USA-Russian Space cooperation was supervised by joint American-Russian workgroup **ESJWG**, including the representatives of different governmental bodies, universities and institutions of the USA and Russia. **The ILS (International Launch Services)** joint venture was formed in 1995 and became another example of cooperation between the two countries. One of the notable events in bilateral space work was the establishment of **the Sea Launch International** consortium, of which 40% was owned by **Boeing Commercial Space Co.** and 25 % by **Russian Energiya Rocket Space Corp.** The achieved experience paved the way for the creation of another International project **ISS** with the participation of 11 countries. The permanent work of ISS began in November 2000. In May 2000 the first launch of the U.S. rocket-carrier Atlas 111, equipped with a Russian RD-180 engine was conducted. .

### **1. Answer the questions.**

1. What do you know about NAS activity? What are the similar and different features in the work of the US National Academy of sciences and the Russian one?
2. Which non-profit scientific institutions do you know in the USA? What is "Think Tanks"?
3. Which role did the World Wars play in the development of American science?
4. What part did the US universities occupy in the development of research?

5. Which names of American Nobel prize winners do you know? Do you know any Russians among them?

6. What do you know about NASA activities?

7. Tell about the space age in the USA and Russia. Give the examples of space cooperation of our the two countries.

II. Render the texts in English:

#### **A). Становление Науки.**

В американских колониях подход к науке был практическим. Торговля была связана с мореплаванием, поэтому научный интерес сосредоточивался на астрономии, математике, топографии, метеорологии и стимулировался полезностью для мореплавания и сельского хозяйства. Почти вся научная деятельность в Новой Англии концентрировалась в Бостоне, который с самого начала стал интеллектуальной столицей Новой Англии. Бостон превосходила только Филадельфия, которая имела больше политических, культурных и интеллектуальных связей с Европой.

После революции и получения независимости постепенно появились новые благоприятные условия для организации науки. Однако, несмотря на быстрое развитие промышленности, сельского хозяйства и транспорта обучение в колледжах в США в 19 в. основывалось главным образом на изучении классиков, и здесь долго не было лабораторной практики. Гражданская война 1861-1865 гг. показала, что общество нуждается в технически образованных людях. В 1861 г. был основан Массачусетский Технологический институт в Бостоне. С него начался новый, современный тип образования и развития науки. В 1863 г., еще во время гражданской войны была организована Национальная Академия наук

Современная сеть научных организаций в США включает государственные ведомственные лаборатории, федерально финансируемые исследовательские центры, частные промышленные фирмы и некоммерческие (бесприбыльные) организации. Это обусловлено тем, что федеральное правительство тратит огромные средства на науку. Оно - основной источник финансирования фундаментальных исследований и самый крупный заказчик военных программ.

#### **Б). Бесприбыльные исследовательские организации.**

Бесприбыльные исследовательские организации не ставят своей целью получение коммерческой прибыли. Это освобождает их от федеральных налогов и делает их относительно независимыми. Бесприбыльными исследовательскими организациями являются исследовательские отделы университетов, федерально финансируемые

исследовательские центры, научно-технические общества, музеи, частные благотворительные фонды. Сюда же относятся независимые исследовательские институты, профессиональные общества и Академия наук.

Наибольший объем исследований среди бесприбыльных организаций выполняют независимые исследовательские институты. Они не входят в состав фирм и университетов и различны по своим размерам и структуре. Это, как правило, специализированные исследовательские организации. Старейшими бесприбыльными организациями являются Меллоновский, Беттелевский и Рокфеллеровский фонды. Особое место в этой группе бесприбыльных федеральных исследовательских центров занимает «РЭНД корпорейшен». Это специализированный научный центр, который дает независимую экспертную оценку качества и способов исполнения различных научно-исследовательских проектов. Эта корпорация проводит предварительные исследования, предшествующие выполнению проекта, но не принимает практического участия в их осуществлении, хотя консультирует исполнителей в ходе выполнения проекта. Ее часто называют «мозговым центром», или «мыслительным резервуаром».

#### **В). Университеты и научные исследования.**

В настоящее время университеты США, оставаясь центрами высшего образования, превратились и в центры фундаментальных исследований. Их значение в проведении научных исследований можно сравнить в известной мере с ролью Академии наук у нас в России. Это обусловлено концентрацией в университетах значительного числа высококвалифицированных научных работников, а также значительной государственной и частной финансовой поддержкой фундаментальных исследований.

Организация исследований в университетах проводится в двух формах: на основе субсидий и по контрактам. Для получения субсидий ученый должен составить план-заявку и в ней кратко изложить суть предложения. В случае принятия ведомством положительного решения ученый получает средства, за которые он несет личную ответственность. Университеты проводят исследования не только в своих лабораториях, но и в лабораториях, принадлежащих различным правительственным ведомствам. Наиболее крупные федеральные исследовательские центры управляются по контрактам университетской администрацией. Примером может служить Лаборатория им. Линкольна при Массачусетском технологическом институте.

Характерным для современной Америки является быстрый рост научно-промышленных комплексов, появившихся благодаря сотрудничеству университетской науки с промышленностью. Такие комплексы объединяют университеты, научно-

исследовательские учреждения и промышленные фирмы, связанные общими интересами в области исследований и производства. Среди таких комплексов важнейшими являются: Кембридж-Бостон, Сан-Франциско, Лос-Анджелес, Принстон и Хьюстон. Превращение университетов в центры фундаментальных исследований значительно повысило их статус в обществе.

### **Г). Русские американцы. Без России не было бы телевизоров и вертолетов.**

На всем протяжении американской истории, причем в ее самые ответственные моменты, русские всегда были готовы прийти и помочь. Первый «русский американец», друг президента Мэдисона Федор Каржавин (1745-1812) внес свою лепту в борьбу за независимость. Жизнь и дела его - сюжеты для авантурного романов. Полковник Российской армии Иван Тупчанинов после Крымской войны вышел в отставку и эмигрировал в Америку. Там во время гражданской войны добровольцем записался в армию северян, командовал бригадой и был произведен Линкольном в генералы. Его жена стала первой в Америке женщиной - полевым хирургом.

Александр Северский (1894-1974) был конструктором военных самолетов. Среди его идей были автопилот и система дозоправки в воздухе. Степан Тимошенко(1878-1972)-ученый-металлург, крупнейший в мире специалист по сопротивлению материалов...

Тысячи фамилий в русском мире Америки являются гордостью наших стран: нобелевский лауреат, экономист Леонтьев, изобретатель телевидения Зворикин, авиаконструктор Игорь Сикорский, выдающийся американский офтальмолог Елена Федукovich, Нина Федорова – генетик, академик Национальной академии наук, физик Георгий Гамов. А еще – писатели, артисты балета, музыканты, певцы, художники!

### **Part II. Silicon Valley – What is This?**



Read and translate the following words and word combination:

To spawn - создавать, зарождаться, размножаться

An entrepreneur – предприниматель, владелец предприятия

To be charged with a project – поручать проект

Venture capital – капитал, вложенный в предприятие

Synergy - явление в деловой практике, когда общий результат превосходит сумму отдельных эффектов

To endow - капитал, вкладываемый в предприятие

To impede - обеспечивать капиталом

Insulator - диэлектрик, непроводник

Impurities - примесь

Boron - (хим.) бор

Flagship - флагман

To embark on - начинать дело, браться за что-то

To earn a doctorate – получить докторскую степень

To be bootstrapped to – быть загруженным... ... -

Embedded - включенный

Hubs - втулки

Outers up to the – до отказа, по уши

Geographically, the Silicon Valley is the northern part of the Santa Clara County, an area stretching from the south end of the San Francisco Area to San Jose- the capital of Santa Clara County, limited by the Santa Cruz Mountains in the west and the northern part of the Diablo Range in the east. The name Silicon Valley was coined in 1971 by Don C. Hoefler, editor of the Microelectronics News, when he used this term in his magazine as the title for a series of articles about semiconductor industry in Santa Clara County. Silicon Valley saw the development of the integrated circuit, the microprocessor, the personal computer and the video game and has spawned a lot of high-tech products as pocket calculators, cordless telephones, lasers or digital watches. Looking at our high-tech society in which the PC has become indispensable-both in businesses and at home, the crucial role of Silicon Valley as the birthplace of the microelectronics and then the PC revolution has become even more evident.

Silicon Valley is also seen as a place where many entrepreneurs backed by venture capital have made the American Dream come true as “Overnight Millionaires”. This makes Silicon Valley a philosophy saying that everything which seems impossible is feasible and that improvements in the US society can take place. The mayor of San Jose Thomas Enery called it the “economic and cultural frontier where successful entrepreneurship and venture capitalism, innovative work rules and open management styles provide the background for the most profound inquiry ever into the nature of intelligence” which might, together with “bioengineering and artificially intelligent software”, affect our evolution. The revolutionary

inventions and developments, which have been made in this «Valley», affect the daily life and it is hard to imagine high-tech society without them.

The story of the “Silicon Valley” starts with **Stanford University**, which has been of fundamental importance in the rise of the electronics industry in Santa Clara County.

In 1887, Leland Stanford, a wealthy railroad magnate who owned a large part of the Pacific Railroad, decided to built a university and dedicate it to the memory of his son who died very young. The university was opened in 1891 and became later one of the world’s greatest academic institutions.

**Frederick Term** who is known today as a godfather of the Silicon Valley changed the position of this university fundamentally. After graduation from Stanford University he decided to go east to the Massachusetts Institute of Technology (MIT), which was then the leading university in technology. After receiving his doctorate in 1924 he turned to Palo Alto and became the head of the engineering department in 1937. Terman established strong cooperation between Stanford and the surrounding electronics industry to stop the brain drain among the university graduates, as they could not find good jobs in California at that time. Due to his prepaid leasing program Terman received more than \$18 million. Thanks to him many companies endowed the university with gifts, which Terman used to hire qualified professors from all over the USA. Thus, he created a mechanism, which increased the settlement of the electronics industry.

During World War II, after the Japanese attack at Pearl Harbor in 1942, a great deal of the US military forces and of the military production was moved to California. Within a few years, California became a booming industrial state and the military center of the USA. After World War II, the **Stanford Research Institute (SRI)** was founded to provide the industry with more skilled specialists and increase the number of companies in Santa Clara County. More firms - among them Hewlett-Packard as one of the first residents - settled their departments in this park.

During the Korean War the US government placed Stanford with a great deal of the projects, which made more and more electronics companies (among them IBM and Lockheed) opened R&D departments in Santa Clara County. Military funding for high-tech products was responsible for the rapid growth of Silicon Valley. Such firms as FMC, GTE, Varian Associates, Westinghouse, and finally Lockheed opened their R&D departments in the Stanford Research Park and started Lockheed Missiles and Space Company (LMSC) in Sunnyvale. They were to become the core of the early explosive growth of Silicon Valley. Lockheed’s (with 24,000 Employees now) move to Northern California was crucial for the developments in Santa Clara County.



The invention of the microprocessor in the early 1970s represented the next step towards the modern way of computing, providing the basis for the subsequent personal computer revolution .

The first microprocessor was designed at **Intel Corporation (Integrated Electronics)** representing the key to modern personal computers. With its logic and memory chips, the company started providing the basic components for microcomputers. Intel, the most successful semiconductor company is regarded as Silicon Valley's flagship, owing its worldwide leading role to a perpetually high spending on research and development (R&D).

The foundation of the corporation started in 1968 by **Bob Noyce together with Gordon Moore and Andy Grove**. Their aim was to embark on a new venture and “to regain the satisfaction of research and development”. After Bob Noyce had developed a new photochemical process, the three engineers developed the ideas of integrating many transistors on a chip of silicon. Initially they focused on building the first semiconductor chips used for computer memory, which could replace the dominant memory storage technology at the time, called “magnetic core”. The young company started with 12 employees and with the first two products gained the technological lead in the field of memory chips.

Within a year, Intel developed its first product - the 3101 Schottky bipolar 64-bit static random access memory (SRAM), which was soon followed by the 1101. This chip (1101) was a 256-bit SRAM developed on Intel's new “silicon gate metal-oxide semiconductor (MOS) process”.

Intel's first really successful product was the 1103 dynamic random access memory (DRAM), which was manufactured in the MOS process. Introduced in 1970, this chip was “first merchant market LSI (large-scale integrated) DRAM”, and received broad acceptance because it was superior to magnetic core memories. So, by the end of 1971, the 1103 had become the world's largest-selling semiconductor device and provided the capital for Intel's early growth.

Until today, semiconductor has adhered to **Moore's Law**, which has been framed by the cofounder of Fairchild and Intel when the first commercial DRAMs appeared in the early 1970s. This law predicts that the price per bit drops by 30% every year. It implies that one will receive 30 % more power (speed/capacity) at the same price. Moore's Law, which could be applied to both memory chips and microprocessors, showed the unprecedented rapid progress in microelectronics.

Intel's revenues surpassed operating expenses for the first time in 1971. This year the company introduced a new memory chip EPROM (“erasable, programmable read only

memory”). Invented by Intel’s Dov Frohman, the new memory could store data permanently but besides could be erased simply by a beam of ultraviolet light and be used again. The invention of the microprocessor marked a turning point in Intel’s history. It showed the real significance of the EPROM, which could be used by original equipment manufacturer customers to store microprocessor programs in a “flexible and low-cost way”. The unexpected synergy between the EPROM and the microprocessor resulted in a growing market for both chips and contributed a great deal to Intel’s early success.

The story of further technological breakthrough began in 1969, when a Japanese calculator manufacturer Busicomp asked Intel to design a set of chips for a family of programmable calculators. **Marcian Ted Hoff**, a young and very bright ex-Stanford research associate who had joined Intel as employee number 12, was charged with this project. However, Ted Hoff did not like the Japanese design calling for 12 customs chips - each of them was assigned a distinct task. Hoff thought that designing so many different chips would make the calculators very expensive. His idea was to develop a four-chip set with a general-purpose logic device as its center, which could be programmed by instructions stored on a semiconductor memory chip. With the help of new employee **Stan Mazor**, Hoff perfected the design of what would be the 4004 arithmetic chip. After Busicomp had accepted Hoff’s chip set, **Frederico Faggin**, one of the best chip design experts, began transforming the design into silicon. The 4004 microprocessor, a 4-bit chip (processes 4 bits - a string of four ones or zeroes-of information at a time), contained 2300 MOS transistors, and was as powerful as the legendary first electronic computer **ENIAC**.

Soon after the first 4004s had been delivered, Intel realized the market potential of the chip, and successfully renegotiated with the Japanese to regain the exclusive rights, which had been sold to Busicomp. In November 1971, Intel introduced the 4004 to the public in Electronic News ads. They announced not just a new product, but also “a new era of integrated electronics”, a micro programmable computer on a chip. The microprocessor is - as Gordon Moore called it - “one of the most revolutionary products in the history of mankind, and ranks as one of 12 milestones of American technology in a survey of the US” (“News and World Report”, 1982). The introduction of a microprocessor made possible the creation of a microcomputer.

Today, Intel supplies the computing and communications industries with chips, boards and systems building blocks that are the “ingredients” of computers, servers, and networking and communications products. Industry members use these products to create advanced computing and communications systems. Intel’s mission is to be the prominent building block supplier to the worldwide Internet economy.

Communications building blocks for next-generation networks and Internet data centers are offered at various levels of integration. These products are used in communications servers, network appliances and computer telephony integration equipment.

Component-level building blocks include communications silicon such as network processors and other board-level components, software and embedded control chips. These products are integrated in communications hardware such as hubs, routers, switches and servers for local and wide area networking applications. Embedded control chips are also used in laser printers, automotive systems and other applications.

Intel's measures resulted in a remarkable technological lead against its competitors. The most significant consequence, which was a landmark in the company's development, was **IBM's** decision to rely on the Intel 8088 microprocessor for its PCs in 1980.

**IBM (short for International Business Machines)** has been the world's leading company in the big mainframe computers since the 1950s. Due to its dominance, it was often compared with a giant and referred to as "Big Blue". Because of IBM's dominance and worldwide reputation, its PCs soon became industry standard and penetrated the office market. Other established computer companies followed and introduced their own PCs - the so-called "clones"-which were compatible to IBM's models. To maintain compatibility, all these manufactures were forced to rely on Intel's microprocessors, which thus were bootstrapped to industry standard, too. MS-DOS was chosen as the IBM PC's operating system and became industry standard, essential to every compatible IBM PC.

**The Apple company** provides one of Silicon Valley's most famous stories. It shows features that are typical for most star-up firms in the valley, however, it is unique and its early success and its contribution to the personal computer field are unmatched.

Apple's history starts with the story of two young and exceptional people "Two Steves" who began building a computer in their garage and launched the microcomputer revolution, changing our daily life in many respects.

**Stephen G. Wozniak** was a typical Silicon Valley child. Born in 1950, he grew up with the electronics industry in Silicon Valley, and became intrigued by electronics from the very start, since his father was an electronics engineer. Wozniak, known to his friends as "Woz", was an electronics genius. At the age of 13, he won the highest award at a local science fair for his addition-subtraction machine. His electronics teacher at Homestead High School recognized Woz's outstanding talent and arranged a job for him at a local company, where Steve could work

with computers once a week. It was there that Wozniak saw the capabilities of a computer (it was the DEC PDP-8 minicomputer).

In 1971, Wozniak built his first computer with his high-school friend Bill Fernandez. This computer (they called it Cream Soda Computer) was developed in his friend's garage. Bill introduced Woz to a friend of his, named **Steven P. Jobs**. Jobs' parents were - like most other people in Silicon Valley-blue-collar workers. Growing up in an environment full of electronics, Steve came in contact with this fascinating technology and was caught by it. Jobs was a loner and his character can be described as brash, very ambitious and unshakably self-confident. With his directness and his persistency he managed to persuade most people. He had the ability to convey his notions and visions to other people quite well. And he was not afraid to talk to famous people until they gave in and did what he wanted.

In 1972, Steve Jobs went to Reed College in Oregon, but dropped out a year later and returned to Silicon Valley, where he took a job with a young video game company Atari., which at that time planned to develop a new game called "Breakout". Jobs boasted he could design it quicker and better than anyone else. Jobs told his friend Woz about it, and the two designed the game in record time, working four nights and days, and were paid the promised \$700 for it. This experience showed them that they could work together on a tough project and succeed.

When the Homebrew Computer Club came into existence, Wozniak began attending its meetings. There he met people who shared his love for computers and exchanged the technical expertise. Soon after, Chuck Peddle at MOS Tech released his new 6502 microprocessor chip for only \$20, which was a sensation compared to the usual price of \$400. Suddenly, Woz saw his chance and decided to write the first BASIC for it, which was the most spread programming language. After finishing with the BASIC, he made a computer for it to run on. The other hobbyists at Homebrew were impressed by Wozniak's kit, which actually was a board with chips and interfaces for a keyboard and a video monitor.

The breakthrough for the two Steves came in July, when Paul Terrell ordered 50 Apples for his Byte Shop, however on condition the computers were fully assembled in a case and equipped with a cassette interface to enable external data storage. Working hard in Job's parent's garage they managed to construct the 50 Apples within those 30 days.

The Apple I was continuously refined by Wozniak, and its sales made the young company known, partly because the company's name appeared on top of computers lists, which were published by electronics magazines in alphabetical order. By the time the first Apple was being sold, Steve Wozniak had already begun working on another computer, the Apple II. This

machine had several special features, which had not appeared in any microcomputer before and would make it the milestone product that would usher in the age of personal computer.

Steve Job's persistency persuaded Wozniak to build up a company. In 1979, **Daniel Fylstra**, a programmer from Boston, released VisiCalc for the Apple 11. This spreadsheet was a novelty in computer software. It relieved business calculations considerably and could be used to do financial forecasting. It was the first application that made personal computers a practical tool for people who do not know how to write their own programs. VisiCalc was very successful and contributed to the skyrocketing of the Apple 11.

The same year **Mike Markkula** made another important decision for Apple future growth. His idea was to create a new market in the field of education and schools. **The Apple Education Foundation** was established, which granted complete Apple systems equipped with learning software to schools. This market should account for a major part of the company's sales in the subsequent years, since Apple 11 soon became the most popular machine for students. Apple remains the second-biggest personal computer manufacturer after IBM and has released innovative products such as Quick Time, easy to use multimedia software combining sound, video and animation. Its further development is Newton, a personal digital assistant (PDA), which serves as an electronic notepad and "integrates advanced hand-writing recognition, communication and data-management technologies".

Practically at the same time a graduate student of Stanford University **Andy Bechtolsheim** conceived and designed **the Sun workstation** for the Stanford University Network communication project..In February 1982 he together with **Vinod Khosia, and Scott McNealy** founded **Sun Microsystems ( Stanford University Network)** and started initial public offerings in 1986 under the stock symbol **SUNW**, changed in 2007 to **JAVA**;

At present Sun holds the patent of the widely used Java Development language and offers certification and support to the Java development community. The company makes network computing products such as workstations, servers, storage systems, network switches, software, microprocessors, and provides associated services and support with its mission to connect everyone, everywhere via sun solutions.

The founder and leader of **Microsoft Corporation. William Henry Gates** was born in the family of upper middle class businessman in Seattle. He went to Lakeside Prep. School, where he was first introduced to computers. At that time, computers were still too bulky and expensive for the school to purchase their own ones, but the school made agreements with various companies that allowed its students to use the computers. Bill Gates, his friend Paul Allen and a handful of other students took up computing. They read books on computers, tried

to write programs, hack the systems, alter and crash the files. Soon Bill and his friends were invited by the computer company to find bugs and explore weaknesses in the system. According to Gates, “ the boys used their time eating, drinking, and breathing computers”. When the company that was hiring the group went out of business in 1970, the boys were soon hired by Information Sciences Inc. to write a program for the payroll. Later they were also contracted by other computer firms to find bugs and fix them.

In 1973 Gates was enrolled to Harvard University as a prelaw student, though he spent most of the time programming in the campus computer center. A year later his friend Paul Allen showed Bill the picture of the first personal microcomputer on the cover of a magazine “Popular Electronics” along with a lengthy article. They both realized that their “star time” had come – the home PC business was about to explode and needed software for the machines. Gates arranged a meeting with the Altair manufacturers and by the time of the appointment Gates and Allen had already got the program **Basic Interpreter**– the result of their feverish night work. They sold the program and licensed it to their first customer MITS.

After Bill Gates had dropped out of Harvard, Paul Allen also left MITS ( where he was invited to the position of the Director of Software) to devote the time completely to their new joint company “Microsoft”( 1977). The company went through some rough first years, coming out with its second programming languages **FORTRAN** and third **COBOL**. In 1980 Microsoft released the Z-80 Soft Card, announced an interactive, multi-user, multi-tasking system **XENIX OS**, compatible with the programs written for **UNIX OS**.

In 1981 Microsoft became a great corporation with Bill Gates as President and Chairman of the Board, and Paul Allen as Executive Vice President in the State of Washington, introduced its PC, multi-feature word processing program, **Microsoft Word for MS-DOS1.0** and the **Microsoft Mouse**.

In 1984 Microsoft took the leading role in developing software for the Apple Macintosh, created a new Hardware and Peripheral Division and announced their new personal computer, **the IBM PC AT**. When in August 1985 Microsoft celebrated its 10<sup>th</sup> anniversary it already employed 1.442 workers and had expanded its growing empire to Europe.

In 1995 Gates knew that the Internet was the next area of focus, and the course of Microsoft shifted dramatically. The popular Internet Explorer browser soon became a bestseller. By the time of the company’s 20<sup>th</sup> anniversary Microsoft had reported revenues of \$2.02 billion dollars for the first quarter of fiscal year and counted more than 525,000 members. It had released the final version of Microsoft Internet Explorer 2.0 for **Windows 95**. Two new businesses were created. One of them was a 24 hour news and information cable television



channel. The other is an interactive news service distributed on MSN. In 1998 **Microsoft Windows 98** was announced and in 2000 **Microsoft Windows 2000** NT became available.

For many consumers Microsoft has become synonymous with the terms “PC Computer” and “Internet”.

### **1. Answer the questions.**

1. What does the name “Silicon Valley” first of all mean to you?

2. Which part did Stanford University play in the story of the Silicon Valley?

3. Where was the first microprocessor designed?

4. Who were the three scientists awarded with the Nobel Prize for the inventions in computer technology?

5. What is the situation with Microsoft now? Which are the main fields of Bill Gates’ interest lately?

### **2. Render the text in English: Технический прогресс на лоне природы.**

Несколько десятилетий тому назад округ Санта-Клара в Калифорнии представлял собой тихий уголок: сплошные фруктовые сады, апельсины, сливы, вишни. Теперь же здесь укоренились новые отрасли американской промышленности. В этом районе сконцентрировано около восьмисот компаний, занимающихся разработкой новых технологий, а также многочисленные фирмы, связанные с обслуживанием и снабжением первых. В результате округ превратился в самое густое в мире скопление недавно появившихся отраслей промышленности.

Округ Санта-Клара располагает всеми преимуществами, которые нужны предпринимателям, чтобы преуспеть: здесь живут и работают тысячи людей, имеющих высокую квалификацию и хорошо знающих новую технологию; здесь же немало финансистов и промышленников, готовых вложить деньги в осуществление любой многообещающей идеи.

Почти все эти компании расположены на территории, имеющей форму треугольника, высотой в 40 километров и с основанием в 15 километров у юго-западного побережья Сан-Францисского залива. Столь густая концентрация многочисленных научно-исследовательских фирм на небольшой территории вызвала настоящий взрыв изобретательской деятельности, беспрецедентный в истории американской промышленности. Применяя технологию, которой еще несколько лет назад не существовало, фирмы разрабатывали то, что раньше казалось сказкой.

Одной из таких удивительных рождающих идеи компаний стали «Шокли транзистор» и «Фэрчайлд семикондактор». Люди, которые в то или другое время были сотрудниками

«Фэрчайлда», основали свои 38 новые фирмы, включая созданную Бобом Нойсом «Интел». Эти компании превратили часть округа Санта-Клара в «кремниевую долину», - мировую столицу полупроводниковой техники.

Прошло уже полстолетия с тех пор, как Фредерик Терман создал свое научно-техническое содружество. В свои 74 года он все еще с тем же воодушевлением говорил о созданной им технологической империи: « Пока мы идем тем же путем, по которому мы достигли того, что мы сегодня имеем, - нет предела нашему развитию».

### 3. Discussion Points:

- 1.The story of development of the US science.
- 2.NAS and NASA .Think Tanks and R&D in the US Universities.
- 3.The story of “Silicon Valley”:
- 4..Intel, Apple, Sun and Microsoft now..

## Chapter VII. MEDIA



Read and translate the following words and word combinations:

an average circulation

paper of international excellence

to expose

to balance political opinion

to give balanced news coverage

op-ed pages (opposite the editorial page)

a cartoon- a cartoonist

comic strips

to slant the news

a political bias

from praise to ridicule

notoriously

“muckraking”-digging out the dirt

to commission

malpractice

to sue for libel or slander

this is especially noteworthy

to be ubiquitous - ubiquity

cumulative effect

to be awesome

to be in peril

disparaging and dismissive term

## Newspapers

American newspapers get much of their news from the two US largest news agencies **AP (Associated Press)** and **UPI (United Press International)**.

**AP** is the oldest international agency (founded in 1848). It maintains reporters and cameramen at 122 domestic and 65 foreign news bureaus and has some 10,000 subscribers in 115 countries.- newspapers, radio and television stations and other agencies which pay to receive and use AP news and photographs.

**UPI** has 92 domestic and 81 foreign bureaus in over 90 countries. It is estimated that altogether, around 2 billion people get most of their news directly or indirectly through AP and UPI.

According to statistics, more than 9,000 newspapers (daily, weekly, Sunday, etc.) appear in 6,516 cities and towns in the United States. Including the 85 papers published in 34 different languages, the daily newspapers in the United States sell over 63 million copies a day. There are also more than 7,000 newspapers, which are published weekly, semiweekly or monthly.

It is often said that there is no “national press” in the United States as there is in Great Britain. In one sense this is true. Most daily newspapers are distributed locally, or regionally. Americans buy one of the big city newspapers in addition to the smaller local ones. There have been attempts to publish truly national newspapers, e.g. **USA Today**. But it still has only a circulation of 1.2 million, which is not enough in a country where state, city, and local news and political developments most deeply affect readers and are therefore especially interesting to them.

The papers with large circulation and national brand **The Wall Street Journal**, **The New York Times**, **The Washington Post**, and **The Los Angeles Times** not only print newspapers, but also collect and sell news, news features, and photographs to hundreds of other papers in the U.S.A. and abroad. Many other newspapers “borrow” news from the major American newspapers and magazines, so their influence spreads far beyond their own readers.

Political and editorial cartoons are also widely syndicated. Well-known political cartoonists such as Olyphant or MacNelly are known to most American and many foreign newspapers readers. Comic strips from Jules Feiffer, Garry Trudeau, or the creator of “Garfield” are similarly distributed. Satire and humor columns often have international reputations as well. . Many newspapers also use syndicated columnists as a way of balancing political opinion. The so-called op-ed pages (opposite the editorial page) of newspapers, columns from leading liberal and conservative commentators are often printed side by side.

Many American newspapers have Sunday editions, which are much larger than regular ones (some of them around 900 pages). Reading the Sunday paper is not only English but also an American tradition. Getting through all the sections can take readers most of the day, leaving just enough time for the leisurely Sunday dinner.

Most newspapers are of the “quality” rather than the “popular” variety. But the tradition of “muckraking”- digging out the dirt and exposing it for all to see - is still extremely strong. When something which has been hidden behind closed doors about public figures, politicians, judges, policemen, generals, business leaders, sports figures, or TV and movie personalities. is brought to the front pages, it can appear in a lot of newspapers.

The American press responds by quoting their constitutional rights and proudly repeating Thomas Jefferson’s noble words: “Our liberty depends on freedom of the press, and that cannot be limited without being lost”. **The Freedom of Information Act** allows anyone, including newspaper reporters, to get information. Even small-town newspapers employ reporters who are kept busy searching, for example, of political corruption, business malpractice, or industrial pollution. Courts and judges cannot stop a story or newspaper from being published. Almost all American editors and journalists agree that news should be separated from opinion about the news as much as possible, and that opinion and political viewpoints belong to the editorial and opinion pages. Therefore, when a news story appears with a reporter’s name, it means that the editors consider it to be a mixture of fact and opinion.

When **the Internet** first engaged the attention of the newspaper industry, it looked like a new, cheap distribution medium. To papers such as The Washington Post or The New York Times the internet offered a way of getting the paper around more of the country and selling such products as data and analysis along with the paper..

Besides newspapers there are over 11, 000 **magazines** and **periodicals** in the United States. More than 4,000 of them appear monthly, and over 1,300 are published each week. They cover all topics and interests, from art and architecture to tennis, from aviation and gardening to computers and literary criticism. Altogether, there are about 60 magazines in the United States that sell over a million copies per issue each, and roughly the same number with more than 500,000 copies per issue.

Quite a few have international editions, are translated into other languages, or have “daughter” editions in other countries. Among such internationals are **Time, Newsweek, and U.S. News& World Report, National Geographic, Reader’s Digest, Cosmopolitan, Vogue, Time, Newsweek, and Psychology Today**. The best known professional periodicals **The Atlantic Monthly, Harvard Educational Review, Saturday Review,**

**National Geographic, Smithsonian** (published by the Smithsonian Institution in Washington, D.C.), **Scientific American, etc.** provide a broad and substantial forum for serious discussion and have a huge readership both in the USA and abroad.

### **Radio and Television**

There are many different types and varieties of American radio and television: commercial, non-commercial, individual, etc. There are similar types of stations, but no one station is exactly the same as another.

All radio and television stations in the United States, public or private, educational or commercial, large and small, must be licensed to broadcast, by the independent federal agency. **The Federal Communications Commission (FCC)**. Each license is given for a few years only and. can be taken away if stations do not conform to **FCC** regulations.

There are several such regulations, preventing any single group from having too much influence in any area. E.g., laws prohibit any state or the federal government from owning or operating radio or television stations (stations such as Voice of America may only broadcast overseas). There is also no governmental censorship or “reviewing” of programs and content. There are no governmental boards or groups, which control any radio or television broadcasting. Rather, the FCC ensures that no monopolies exist and that each area has a variety of types of programming and stations. It also regulates media ownership: no newspaper, for example, may also own a radio or TV station in its own area, nor may a radio station also have a television station in the same area. No single company or group may own more than a total of 12 stations nationwide.

Another FCC regulation, the so-called **Fairness Doctrine**, requires stations to give equal time to opposing views and to devote some part of their broadcasting time to “**public service**” announcements and advertising **free of charge**: e.g. advertisements for Red Cross blood drives, for dental care, for programs on Alcoholics Anonymous and car safety.

With this “something-for-everyone” policy, even communities with only 10,000 or so people often have two local radio stations. They may broadcast local stories and farming reports, weather and road conditions in the area, city council meetings, church activities, sports events and other things of interest to the community. They also carry national and international news taken from large stations or networks and emphasize whatever might be the “big story” in the small town.

The big cities are served by a large number of local **radio** stations, of course. For instance, people who live New York, Chicago, or Los Angeles have a choice of up to 100 AM and FM stations and many different “formats..

There is also a great variety among **television** stations. The majority of commercial television stations buy most of their programming, roughly 70 %, from the three commercial networks. **ABC (American Broadcasting Company)**, **CBS (Columbia Broadcasting System)**, and **NBC (National Broadcasting Company)**. Two of the TV commercial stations in Louisville are “independent” and take their programs from a wide variety of sources. The growth of public television in the past two decades has been dramatic. **PBS (Public Broadcasting Service)** with its 280 nonprofit, non commercial stations has become also very popular.

There are plenty of cable systems serving the cities. The largest cable networks are **CNN {Cable News Network}** which carries only news and news stories and **ESPN**, the all-sports cable network, or **MTV**, which is famous for its music videos.

. There is no nationwide system or policy on cable television. Local communities are free to decide whether or not they will have cable television. There are many different types of schemes, systems, and programs. Some offer top-rate recent movies on a pay-as-you-watch system, some offer opera and symphonic music. All are willing to provide “public access” channels where individuals and groups of citizens produce their own programming. It does not appear, however, that the hopes once voiced for cable television will be realized. Cable firms are trying to offer something special to get many people to pay for what they can normally see free of charge through regular public and commercial stations.

At present, no one seems quite sure what will come out of the cable television, video, and satellite or internet “revolutions”. The main problem is competition for people’s time. Over the years, technology and economics have produced more and more ways of occupying people’s time: more television channels, more magazines, more theme parks, and now besides traditional media video and computer games, chatrooms and all other delights of the information age.

### **Advertising Through Commercials**

Numerous books and articles have been written about American commercial television and its programs, their quality or lack of it, their effects, symbols and power. Commercials take up about ten minutes of every 60 minutes during “prime-time” viewing ( roughly 20% of the broadcasting time). Every performance, except the sacred baseball match commentaries, is interrupted by commercials. Even the News is shown in parts.

Commercials range from witty, well made, and clever to those that are dull, boring, and dumb. Advertisers have learned that unless their commercials are amusing, viewers will either



switch to another channel or use commercial “breaks” to get up and do something else. Many Americans, who pay no fee for either commercial or public TV, simply accept commercials as the price they have to pay if they choose to watch certain programs.

The money for the advertising, which is a fine art in the USA, is provided by the manufacturers of cars, soap, cigarettes, spaghetti, cosmetics, etc. Advertisements are often short plays with actors and minimoviemakers command of: famous actors and actresses. **Commercials** are declaimed in prose and recited in verse, sung by soloists and choirs, persuading, cajoling, threatening, warning and ordering people to buy X underwear or Y canned beans. Every performance, except the sacred baseball match commentaries, is interrupted to tell you that you will become reach and beautiful if you eat Z cheese or else you die young, poor and neglected. Once during a performance of King Lear, the tragedy flowed on in its majesty until at its climax King Lear broke loose in a ferocious malediction, condemning all his daughters for not drinking ‘Optimus’ orange juice for breakfast. Freedom of speech means: freedom of great commercial firms to pull down all the rest of the people to their own intellectual level. News is free; commercials are sacred.

“The best brains in our country go into salesmanship,-said one American.-. Any fool can make a thing. What takes real brains is to sell it when the customer has got one already and doesn’t want another.” Advertising makes you feel that you really must have it. To do this a number a different effects are used:

- The snob effect.** This tells you that the product is most exclusive and of course rather expensive. Only the very best people use it.
- The scientific effect.** A serious-looking man with glasses and a white coat, possibly a doctor or a professor, tells you about the advantages of the product.
- The words-and-music effect.** The name of the product is repeated over and over again, put into a rhyme and sung several times, in the hope that you won’t forget it. The sung rhyme is called a “jingle”.
- The ha-ha effect.** The advertiser tries to make you laugh by showing people or cartoon figures in funny situations.
- The VIP (Very Important Person) effect.** Well-known people, like actors or football-players, are shown using the product.
- The super- modern effect.** The advertiser tries to persuade you that his product is a new, sensational breakthrough.
- The go-go effect.** This is suitable for the teenage market. It shows young people having a party, singing, laughing, having a wonderful time, and, of course, using the product.

## **Television and Children**

What children watch on TV change the way they think about the world. There are excellent television programs for children. These programs include valuable lessons about good and bad things, and about positive and negative actions.

There are also terrible, upsetting programs on TV made with violence, sex, or horror as the main subject. Children who watch violence every day on TV begin to think that violence is normal. And one day, these children will become violent, too.

The effect of violent TV shows on children is an important issue in the United States. Most research (one study proved that the average American child will have watched 8,000 murders on television by the age of twelve) has shown that watching violent TV shows often leads to more violent behavior of children.

How can violence on TV be reduced? One solution is for the government to regulate the content of television programming. However, this is not a popular solution. In general, Americans do not like government regulation. They do not like laws that tell them how to behave; instead, they prefer individual choice. Some people think that if you don't want your children to watch violent TV shows, you should simply turn off the TV.

Some groups, particularly civil liberties groups (groups that try to protect the rights of American that are set forth in the US Constitution), say that government control of TV program content may be a violation of the First Amendment right to free speech..

In general, the television industry agrees with civil liberties groups. In addition, industry leaders fear that the ratings system will have an impact on the number of viewers watching certain shows. As a result, industry profits will be reduced. Television program writers feel that the ratings system will affect the creativity and content of their work. Pressured by the ratings system, they may produce shows that are less interesting, less entertaining, and less provocative.

So how can TV violence be controlled without the government censoring TV content? This is an issue that concerned parents, the television industry, the federal government, and civil liberties groups. The problem must be resolved.

## **Soap Operas and Teenagers**

Soap operas are plays that originally were sponsored by soap advertisers, hence the name. They are called "operas" because they present highly emotional situations like European operas. Over the past few years, television soap operas have attracted a larger audience. Approximately thirty million people watch soap operas, 70 percent of them female.

Once thought of as entertainment for lonely housewives, dull melodramas that featured depressed middle-aged characters engaged in long conversations over cups of coffee, the soaps have become popular with a new group of younger viewers. Millions of American teenagers are “hooked” on soap operas. “General Hospital” has been the number one soap for several years among teens – partly because its 3:00 airtime means they can dash from school bus to the living room in time to tune in.

Just like many others teens, Christie Clark gets home at 3:00 and turns on her TV set to one of her favorite soap operas “The Guiding Light”. During the one-hour show, she tapes “General Hospital” on her new video tape recorder, a birthday gift from her parents. She then watches another soap for a half an hour. At 4:30 she plays a tape “As the World Turns” which her machine recorded while she was at school. After dinner with her family, Christie plays the “General Hospital” tape. At 8:30, she calls her best friend Tina, to tell her all about the soaps Tina missed. Afterward, Christie does a few hours of mathematics, history, and psychology homework and goes to bed at 11:00.

All the programs began to feature teenagers in important roles. Soon, the young characters became involved in the plot lines that make up the world of soaps. Next, they were involved with some every adult problems, among them pregnancy, drugs, and almost every possible aspect of sex and romance. How could teenager viewers resist such thrills? They couldn’t – and they didn’t.

The reason for the soaps’ success in winning the teen audience is clear: they offer escapist entertainment featuring young characters with which teens would like to identify themselves. The serials provide an escape from the routine of school, family life and homework. Christie Clark says, “When I’m bored, I come home from school and it’s fun to watch them”. The years from twelve to nineteen are ones of great questioning of identity. It’s also a time of communication breakdown with authority figures. Soap operas serve as model for situations teens might face. Some of them say that watching a soap character deal with a difficult situation has helped them work out problems in their own lives.

Studies among teens in the US Northeast have yielded some surprising conclusions. One is that teens who watch soaps tend to take fewer drugs than those who don’t. In the long run, soap operas with all the shortcomings uphold many traditional American values. Despite the scandals, the good guys always win in the end, and villains repent, die, or are banished to a prison or a mental hospital. Some psychiatrists think that soaps bridge the gap between generations. Grandparents and parents can watch the serials together and talk about difficult problems with their kids.

Based on “What it is like in the USA” by Natalia Tokareva and Victor Peppard..

### **1. Read the texts and express your opinion on the context and ideas:**

#### **Products and Commercials**

Take any commercial with a simple message, repeat it again and again, and the product, if it's good, will sell, even if the spot is mindless and annoying. It's fixing the name of the product in the consumer's mind with a quick, catchy phrase that's important.

The moral, delivered, is plain: “Ladies, who've learned - buy...” This is very much the rule for women's portrayals in thirty-and sixty-second spots, which occur with alarming regularity during the daytime hours, when stations may sell up to sixteen commercial

The cumulative effects of commercials are awesome. An endless procession of commercials on the same theme, all showing women using household products in the home, raises very strong implications that women have no other interests except laundry, dishes, waxing floors, and fighting dirt in any form. Seeing a great many such advertisements in succession reinforces the traditional stereotype that women's place is only in the home.

Ask anybody in advertising why commercials still show a woman bumbling around in a fearful daze, and you'll find always the same answer: “Because our research tells us it is so”. Agencies devote hundreds of thousands of dollars to find out who's buying their client's stuff and why. Marketing researchers dissect and analyze the buying habits, educational and income levels of every member of the family. They even know what we do with our leisure time, our life-style data- activities, interests, and opinions. All these serves to get inside women's heads in order to get inside their pocketbooks.

You are probably quite sure that commercials have absolutely no effect on you. Maybe they don't. But a shaken agency copywriter told me the first word his child spoke was “McDonald's”.

From “Literary Portraits»

#### **On Advertisements**

I am ready to bet that in your naivety you believe that advertising is the art of keeping certain brands permanently in due public eye. This is a misconception. Advertising - as I read somewhere - is the art of convincing people that they want certain things they do not want at all, of making them dissatisfied with everything they have; of making them thoroughly unhappy.

Advertisements in America are ubiquitous. They fill the newspapers and cover the walls; they are on picture- cards and in your daily post, on pamphlets and on match boxes. They are shouted through loud speakers And shown in the cinemas. They are flashed electrically and written on the sky by airplanes and whispered in front of your window while you sleep so that you should dream of toothpaste, shoe polishes and soap flakes.

What are the special ways of making people particularly unhappy?

**Repetition.** If you hear these 5 letters: L.S.M.F.T. for the first time in your life, you remain cool and unimpressed L.S.M.F.T.(**Lucky Strike Means Fine Tobacco**). *“And what then?” you say.* It is not funny, it is not witty, and in fact it is simple, silly and flat. Then you try to find the President’s latest speech in the newspaper but you cannot find it. You find these 5 letters instead, L.S.M.F.T. You travel on the subway and try to think of a reply to an important and annoying letter you have received but you cannot think of anything, because wherever you look you see only 5 letters: L.S.M.F.T. Then you take a walk in comparative solitude, thinking of your beloved, and suddenly a neon advertisement flashes into your eyes: L.S.M.F.T. You want to write a poem on the uselessness and vanity of worldly pleasures but you only write down 50 times: **Lucky Strike Means Fine Tobacco.** If you try to recite the alphabet you are sure to slip up: g, h, I, j, k, l, s, m, f, t...At this stage the advertisement has achieved its purpose. You will then and there take a solemn oath that whatever should happen in the future, however long you may live, you would do without smoking altogether than put one single Lucky Strike into your mouth.

**Logical Conclusions.** Advertisements have a special logic of their own. They tell you by implication that if you use a certain orange squeezer in your kitchen, you remain young, lovely and beautiful; if you wash with a certain soap, you become rich; if you wear a certain type of underwear you inherit a large sum from a wealthy uncle and if use only a special kind of tomato ketchup you learn foreign languages more easily.

### **The Empire of Soap Operas**

Every country has the radio and t.v. service it deserves...American radio and television is the reverse of the Shakespearean stage. In Shakespeare’s time the world’s greatest dramas were acted with the most primitive technical arrangements; on the American air the world’s most primitive writing is performed under perfect technical conditions.

. Public opinion, taste and culture are led and directed by laxative, cigarette, and soap and cheese companies, which buy the time on the radio and television, during which they try to convince you that their laxative is tastier, more efficient, cheaper and more beautiful to look at than any other laxative in the world. To fill up time between two commercials, they hire some comedians who crack a number of stale jokes and laugh at them themselves, loudly and

heartily. Of course, some of them are funny and amuse you most of the time, but these are very rare exceptions.

This system was hailed as the real freedom. No state control, they boasted, no censorship. Some keen observers, however, noticed the real aim of laxative firms was not to raise the cultural standard of the nation but to sell more laxatives to people whether they needed them or not. In this they succeeded; and the result is American broadcasting.

Everybody and everything is 'Hooperated'. All radio performers and writers depend on Mr. C.E. Hooper's *Hooper Ratings*. Hooper speaks on behalf of thirty-five million American families, and has nearly thousand employees who ring up people, trying to find out what they listen to. America is a scientific country. Mr. Hooper's assistants ring up people day and night, collect answers to relevant and irrelevant questions put in a skilful or clumsy way, issue statistics by the score and state extremely scientifically that a song called Open the Door Richard is 137 times more popular than Beethoven's Fifth Symphony and chats on 'How I like my cheese and why' are 217.08 times better liked than A Midsummer Night's Dream by W. Shakespeare.

One of the popular programs is **Quiz**. A few t.v. viewers make fool of themselves in one way or another and in return they receive prizes. And what prizes! Whenever you see a person carrying a refrigerator or a piano on his back or leading a camel through the streets of New York, you may rest assured that he has just won a quiz prize

A special feature in American broadcasting is **the soap opera**. One of the most popular example is the Romance of Helen Trent. Miss Trent is just an average American girl. She has been thirty-two for the last two decades. She is intelligent, beautiful and employed as a designer by one of the Hollywood film companies. In spite of the fact that she is begged every week to become a film star she has never been. She solves life's problems for anyone who happens to come near her or pass down the street in front of her window. These are usually grave and momentous problems. There is for example a young man who has charming manners and an admirable character. He is a graduate of Princeton University, has an income of four million dollars per year, loves Helen Trent's colleague madly. She loves him too, and their parents agree to the marriage – what are they to do? Everybody is at a loss until Helen, with a few simple, calm, wise words arranges their lives and separates them forever.

From George Mikes "How to Scrape Skies"

### 1. Answer the questions.:

- 1.What are the major broadcasting networks in the USA?
- 2.Which American newspapers and magazines do you know?



3. Do you think that now people get more news from the Internet than from traditional sources?
4. How much of TV and radio air time is given to commercials in the USA and in Russia?
5. What is the main function of commercials?
6. Why is advertising called a fine art sometimes?
7. What effects do TV commercials use?
8. What is the origin of “soap-operas”?
9. Is there anything positive about soaps?
10. What do you think of the T.V. and internet influence on young children?

## 2. Find the English equivalents corresponding to the Russian ones:

1. Освещать какое-либо событие в прессе; 2. представлять новости объективно и в ясном изложении; 3. малоформатная газета со сжатым текстом и многими иллюстрациями; 4. аудитория, имеющая одинаковые возрастные и социальные характеристики; 5. место (в газете), отводимое рекламе; 6. занимать позицию по какому-либо вопросу; 7. обеспечивать объективное освещение событий; 8. предоставлять одинаковое время (на радио и телевидении).

## 3. Discussion problems:

1. Television and radio are one of the most powerful forces for good or evil in modern life.
2. “Detailed information about television content can help us make informed choices”.
3. The viewers have a right to control television content if the content is harmful to society.
4. Television, internet and young generation.

## Chapter VIII. LIFESTYLES



Read and translate the following words and word combination:

to make generalization about  
 to forbear  
 the melting pot  
 the need for self-reliance

to make observations on  
 to bear witness to  
 to save face  
 newlyweds

daily essentials	amenities
economically pressured	battered
need for self-reliance	home chores
to meet challenges	hectic life
a groundbreaker	willy-nilly
new means of locomotion	to wind up driving
to be renowned	gentility
understated quip	a pun (on)
to give ample proof	two-tiered highways
kindly	quip

It is very difficult to make generalizations about American characters or lifestyles, as the diversity of patterns of American life is really great. Very many things account for this: ethnic and social background, immigration date of their forbears, religion and other factors. 77% of the USA population lives in urban areas, 23% - in rural areas. The population of the USA represents cultures from around the world. The largest minority group consists of Afro-Americans who make up about 12% of the population. Spanish-speaking people from Mexico, Puerto Rico, Cuba and other Hispanic countries form another group, which equals 6% of the population. Native Americans are less than one half of 1% of the total. Minorities of Asian descent include Chinese, Japanese, Indochinese and others. It is now estimated that by the year 2050 half of Americans will be Hispanic, Black, or Asian by ethnic background. For many immigrants America seemed to be the only place to fulfill their dreams. Before the late 1960s, immigrants were expected to become part of the mainstream of American culture – the idea of “the melting pot”.

Trying to make some general observations on the American character one should again remember the history of the USA.

### **What is the American Frontier?**

The frontier experience began when the first colonists settled on the east coast of the continent in the 1600s and ended about 1890 when the last western lands were settled. Americans have always tended to view the frontier as the purest examples of hard work of the people, who turned the wilderness into towns, and towns into cities. The need for self-reliance on the frontier encouraged a spirit of inventiveness. Frontier men and women not only had to provide most of their daily essentials of living, but they were constantly facing new problems and situations, which demanded new solutions. The willingness to experiment and invent led to another American trait, a “can-do” spirit, and a sense of optimism that “every problem has a solution”. Americans take pride in overcoming challenges and

obstacles. As American historian Frederick Jackson Turner wrote, Americans see themselves as ground - breakers in all areas of industry, science, and technology. They consider it natural that they should constantly create new ways of life, new means of constructing houses, new appliances,. new cars,etc.

The frontier provided conditions for strengthening the American ideals of individual freedom, self-reliance and equality of opportunity. Later many of the frontier values became national values. Emphasis on individual personality rather than collective identity or responsibility is one of the most important features of the American character.

Another distinctive American characteristic is pragmatism. This means that emphasis on achievement and success is understood first of all as material prosperity. Americans are fond of common sense; they are not particularly interested in theory, abstract reasoning, or philosophy. If something works, do it; if it does not, try to do something else.

Generally speaking, Americans are open and friendly people. The public behavior of Americans is less reserved than that of English, e.g.. It is normal for Americans to speak loudly, joke and laugh in public. Americans tend to be informal and unceremonious in both their public or private lives, although they are not absolutely uniform in their outward behavior. It seems, that people from the Northeast are more reserved than Midwesterners, who are very direct and especially famous for their friendliness. The South has long been renowned for the value it places on hospitality, gentility, and manners. Westerners are probably more informal than all the rest. The rules, which parallel this informality are generally established and understood. There are topics –wages, income, religion, politics, – that many Americans try to avoid in casual conversation. Those who insist on formal address or titles or take themselves too seriously are often targets for humor.

Like the British, Americans have a love for the intricate practical joke, the pun, and the understated quip (clever remark). Newspapers headlines bear witness to the second, and the very subtle humor of “The New Yorker” is an example of the third. There is also a tradition of “slapstick”, the pie-in-the face, and the banana peel on the floor. A different type of the American humor is called “kidding around”. It is part of the daily life of many Americans, and often serves as background to normal conversations. In many cases if something is conveyed indirectly, through joking or other “light” humor, face can be saved or arguments prevented.

## Marriage and Dating

Marriage in the U.S.A is considered a matter of individual responsibility and decision. Marriage is preceded by dating – one of the most prominent cultural rituals in America. Casual dating usually begins in the early teens. It is quite respectable for a young man to call up a young girl, introduce himself by telephone, and arrange a date. Usually they have a friend in common. It is equally acceptable for a friend to arrange a “blind date” that is a date between two young people who have not met before. Steady dating is sometimes followed by marriage.

.After marriage the young couple is free to decide where to live. Most newlyweds try to set up their own household immediately. The familiar structure in present-day America is the so-called “**nuclear family**”. It is unusual for members of the family other than the husband, wife, and children to live together. But the forgotten term “**extended family**” is coming back again. The marriage age is rising. A high divorce rate and a declining remarriage rate are sending economically pressured young people to parental shelters. For some, the expense of an away-home college education has become too exorbitant and many students now prefer to attend local universities. Even after graduation some young people find “their wings Clipped” by the housing costs. According to the US Census Bureau, today 59% of men and 47 % of women between 18 and 24 depend on their parents despite all traditional patterns of behavior, at least for housing

The lives of most Americans revolve around their homes and houses. Home ownership is one of the definitions of success in the USA. Generally people are judged by the house they live in, not only by its size and architecture but also the type of neighborhood and the distance from different amenities. The percentage of Americans owning houses (and apartments) they live in is the highest among western nations. Most Americans still live in “single-family dwellings”, that is houses that usually have a front and backyard. Contrary to a common belief, only about 5 % of all Americans live in mobile homes. For all practical purposes, most of these homes are not actually mobile but function as prefabricated housing units in stationary settings.

Most of North America has a more or less four-season climate, and the rhythms of life around the house tend to follow the seasons. There is always something that needs to be done around the house, and most American homeowners do it by themselves. In many American families children are expected to help around the house and perform the home “chores”.

Americans have always been concerned with making the chores of everyday life less tiresome and distasteful. Inventors, businessmen, designers, neighborhood initiatives and

interest groups, public officials and private citizens – all try to make things better, more efficient, more readily available, more convenient. From mail order shopping to drive-in banking, from durable-press materials for clothes to computerized services and take-out food, Americans have shown their preference for a convenient lifestyle.

In the average American home, there is a great amount of activity, of coming and going, all happening at once. For the parents, there are perhaps courses at the local evening school or college. There are bridge and bowling clubs and golf leagues. There are PTA (Parent Teacher Association) meetings. The church is having a bake sale, a car wash, or a “potluck” dinner (everyone contributes a dish). The social life of American children is often hectic as well. One child is off to a party, another to the music or sport classes.

One of the features of American life is volunteer work. According to the statistical Gallup polls, about 84 million Americans both adults and teenagers donated part of their time as volunteers. Some of this work is done through volunteer organizations and clubs; some is on a personal basis. Teenagers, for example, often volunteer to work in hospitals – so-called “candy- strippers”, from their striped uniforms.

At the same time, many American middle-class families expect their children to find part-time jobs, especially as they enter their teens. This might be work in the local supermarket or service station, mowing lawns, delivering newspapers, or babysitting. The idea seems to be that the work experience is “good for the kids». One effect on American society is that middle-class children can do menial work without losing face. This also effects customer-employee relations: the kid who just packed your groceries or filled your tank could be your neighbor’s son or daughter. In general, Americans feel that young people should appreciate the value of work and learn how to stand on their own feet.

It is necessary to mark that since the 1960s there has appeared a great and drastic shift in seemingly ideal “puritan” moral behavior of the middle class young people in the USA. the “new morality”, characterized by violence, sexual permissiveness and cheating, drug and alcohol abuse. According to a federal finding of the National Institute on Alcohol Abuse and Alcoholism a minimum of 10 million Americans has alcoholic-connected problems, more than 1.1 million youths between the ages 12 and 17 have “serious drug-abuse problems”. According to the Police Foundation there are some 40 million handguns in America and according to the Federal Bureau of Investigation the chance of being victimized by violent crime has increased 24% since 1980 and more than 50% during the last 10 years. One of the trends of the “new morality” among ypoung Americans is close relationships and living

together before marriage. A study by the National Foundation released in 1995 shows that between 1970 and 1993 birth to mothers under 16 rose by 80%.

A steady progression of life-changing landmarks: the automobile, the radio, cars, TV and movie era” may result in even greater future changes in lives and attitudes of Americans.

### **The Car in American Life**

The fact that the Americans can't do without a car is well known to everybody. One primary reason for having cars is that the public transportation in the USA is not so well developed as in Europe. Bus lines in the US suburbs are unprofitable, bus routes are scarce and the scheduling is very unstable. So, willy-nilly people have to use their own cars.

The car is such an important part of American life that for many people it would be impossible to manage without it. The car is inherently built into the tissue of American life. Today only really poor families and those too old to drive do not own a motor vehicle. But for the 87 % who do have cars, there is hardly any need to leave them.. There are banks, fast-food restaurants, and movie theaters, where you can withdraw money, eat a meal, or see a film without ever getting out of your car. There are even drive-in churches. It's surprising that some people remember how to walk at all. Taking a job or entering a college leads to an immediate follow-up of buying a car. The car is also an absolute necessity for the rural or suburban parent, often the mother, who goes shopping for the family and takes the children to after-school activities. Some people wind up driving many miles a day doing errands and taking their children from one place to another. When it comes to vacation time, many American families prefer to drive, sometimes very long distances. Even if they go by plane, when they arrive, they often rent a car (fly-drive).

American society's dependence on automobiles creates a lot of serious problems, such as air-pollution, the growing accident rates, traffic jams. Cities, towns and states spend tremendous resources constantly repairing and expanding their streets, roads, and highways. As some roads have been expanded to their limit, there is nowhere to go but up, so in some places “double-decker” appeared, that is, two-tiered highways.

As the automobile plays such a large part in American life, it has a great impact on American economy. Now the manufacture of automobiles in America is becoming more and more international. Japanese companies like Honda and Toyota do not just sell cars in America, they have their own plants where they build them. The major American automobile companies, such as Ford, General Motors, and Chrysler have also formed various kinds of partnerships with Japanese and German manufacturers. In addition to the traditional sedans,



station wagons, and sports cars, different kinds of jeeps and vans have become especially popular in recent years.

Some Americans take special pride in their cars. They give them special names (John, Marietta, etc ), wash and wax them regularly. Others constantly trade and buy them. Whatever an American's attitude toward cars, it is unlikely that he or she will do without it.

### **National Symbols**

One feature of American life that some European observers often comment on is the frequent display of flags and other national symbols in the U.S. The pride of Americans of their country is perhaps not much different from that in other nations, but it seems more apparent. The 'Star-Spangled Banner' and the flags of the states are found in many places and displayed on many occasions, including even demonstrations against the government. Advertisements, too, sometimes cater to a shared sense of national pride. To Americans, patriotism is largely a natural response to the nation's history and its ideas. Immigrants who apply after five years of residence to be naturalized and become American citizens must prove that they know the national symbols and support the Constitution of the USA..

#### **1. Answer the questions.**

- 1 .Why is it so difficult to make generalizations about American character?
2. What is the main idea of the "Melting pot"?
3. What are the most distinctive American characteristics from your point of view?
4. What can you say about American social life?
5. Why Americans are Americans so much involved in volunteer work?
6. Why do so many American parents think that part-time jobs are "good for their kids"?
7. What is the impact of cars on the US economics?
8. What are the main demands for an immigrant to be naturalized and become an American citizen?

#### **2. Speak about recent changes in American lifestyle according to the models:**

Now that VCRs have come in drive-ins are getting out; Now that compact discs have come in records have gone out; Economy cars-big cars; push-button-telephones-dial telephones; aerobics-jogging; canned and frozen food-traditional cooking; wash and wear clothes-ironing; credit cards-checkbooks; checkbooks-cash.

#### **3 .Match the names in the left part with the definitions in the right one:**

Car park

1) a window that you drive up to and get your banking problems done;

Parking meter	2) a special area for parking cars;
Parking lot	3) a multi-stored building for parking cars;
Parking ticket	4) a place where people can watch movies staying in the cars;
Drive-in theater	5) a metal box on a stick to drop the money for parking;
Drive-in bank	6) a document for paying a parking penalty;
Drive-in food stand	7) a window that you drive up to and buy some food.

#### 4. Discussion problems:

1. The American Frontier and American character;
2. Compare typical English and American characters. Which traits are in common and which are different?
3. American houses and homes;
4. American society and cars

## CHAPTER IX. CULTURAL LIFE



Read and translate the following words and word combinations:

to set the problem	to pull the leg
to degenerate	progenitor
to steer boats	gospel music
expatriate	romantic crooning
to defer (deferred)	at large
to enchant	spiritualism
ensuing	unconventional
to be nourished	to shuttle back and forth

Although it is a generalization, it is useful to divide the US cultural history into three broad stages.

The first stage stretches from colonial times until about the Civil war. In this period, American art, architecture, music and literature were strongly influenced by European ideas and traditions. What was fashionable or popular in London, Paris, Rome or Vienna usually set

the pattern for Boston, New Orleans, New York, and Philadelphia. Some of the colonial painters, like other craftsmen, came across the sea to try their luck. A few **American painters** of that time among them Benjamin West, Washington Allston, John Singleton Copley and Gilbert Stuart still considered themselves largely as part of European tradition.

Gradually America was becoming subject and substance of separate artistic creation. Through the Colonial period and for the first half century of the Republic, American painting was dominated by portraiture. Painting portraits was the way an artist could make at that time a living. Like the 17th century European portraitists, the American artists left rich information about their time. Portraits became documents detailing furniture, costumes, jewelry, and implements of their occupation. Unfortunately there were few history paintings of good quality recording the Revolution, except some made John Trumbull After the invention of camera in 1839 the proportion of portraits to dropped and. the Civil War was best recorded by its photographers except for the genre pieces of life done by Eastman Johnson and Winslow Homer.

The period after the Civil War saw two new genres in American painting, the creation of works, which described American landscapes and the everyday life of people, depicted mostly by a Russian artist **Pavel Svirin**. Scores of street scenes, gathering in village taverns, political rallies, poor women's kitchens, factory workers, Black slaves were already on canvases.

If genre art was nourished by political and social forms, landscape paintings owed much to romantic poetry of **William Cullen Bryant** and books by **James Fennimore Cooper**. Landscape were merged with scenes of the migrants crossing the plains and mountains in their wagons, with Indians, buffalo and death often in the background. Among the American artists of that period one can mark **Winslow Homer and Thomas Eakins**..

A landmark in the history of American painting was made by the Armory Show of 1913 Sixteen hundred paintings by more than 300 Americans artists were shown there, representing some new genres like the Impressionists, Post-Impressionists and the Cubists. Later on with the Depression, many American artist of different sties depicted the strikers, the unemployed, the Blacks, all those whose lives were crushed by the economic desaster. **R. Marsh** was dealing with urban poor, **Ch. Burchfield and E. Hopper** with dreary working class identical houses.

Like scientists many of highly creative artists were driven to America by the Second World War. In the 1950-60s abstract expressionism, pop art, minimal art and photo-realism became quite common in the USA. Some of the artists associated with such movements are

**Close, Davis, de Kooning, Demuth, Dine, Estes, Hanson, Johns, Kline, Lichtenstein, Motherwell, Oldenburg, Pollock, Rauschenberg, Rosenquist, Rothko, Segal and Warhol..**

By the 60-70s New York had become one of the art capitals of the world. Now in New York alone there are around 12000 artists and sculptors, around 400 art galleries and hundreds of exhibitions and shows each season. Among the great New York museums there are **the Museum of Modern Art (MOMA)** which houses the most complete collection of modern art in the world, **the Metropolitan Museum of Art, the Guggenheim, The Cloisters** with its fine medieval collection, **the Brooklyn Museum, the Frick Collection, the Nation Museum of Design, the Museum of American Indian, the American raft Museum and the Whitney Museum of Modern Art.** Besides New York Chicago is often associated with art and modern architecture. Chicago is the city where several important artists live. Some of them, like **Mies van der Rohe** or **Philip Johnson**, did much to influence modern design. In Chicago there is also the museum of **Louis Sullivan**, called “the father of the skyscraper”.

### **Literature**

Like in art, American literature of the first generations was strongly dependent on British traditions and books brought from there. Before the Revolution and after it many revolutionary-minded Americans viewed literature and art as the means of independence and demanded to lay the foundations of national American literature. The progenitor of American short story was **Washington Irving (1783-1859)**, the author of “The Sketch-Book” (1819) and “Alhambra”(1832). **James Fennimore Cooper (1789-1851)** wrote the number of novels about American frontier. His novels “The Spy”(1821) and “Last of the Michigan’s”(1926) became the first American bestsellers, translated into many world languages.. A poet and prose-writer **Edgar Poe (1809-49)**, the author of “The Murders in the Rue Morgan” (1841), “The Fall of the House of Usher” and “The Gold Bug”, initiated. the detective genre. **Herman Melville’s** masterpiece “Moby Dick”was published in 1850. Poet **Henry Longfellow (1807-82)** in his poems of “The Song of Hiawatha” (1855), “Paul Revere’s Ride” and “The Courtship of Miles Standish” (1858) created images of courageous Indian heroes.

**Walt Whitman’s(1819-92)** “Leaves of the Grass” (1855) glorified people and opposed slavery. It was a tribute to the Civil War soldiers who had laid on the battlefields and whom he had seen while serving as an army nurse. The book went through numerous editions during the author’s lifetime, swelling in content from a thin volume to the voluminous work it is today. Walt Whitman’s poem “When Lilacs Last in the Dooryard Bloom” (1865) was dedicated to the memory of Abraham Lincoln. The strong rhythms and unusual style of

Whitman's verses, the brightness and impressiveness of his images made Whitman the greatest poet of the USA.

Travel was also a favorite subject. When **F. Parkman (1823-93)** published his work "The California and Oregon Trail or Life on the Prairies and in the Wigwam" (1849) and **Ralph Waldo Emerson** composed his memorable essay, glorifying the spirit of the youthful and vigorous United States, they became immediately popular..

Whitman, Longfellow, Whittier, Oliver Wendell Holmes, James Lowell to a greater or lesser degree stood against the slavery. But their influence was relatively smaller compared to that of **Harriet Beecher Stowe (1811-96)**, the author of "Uncle Tom's Cabin or Life Among the Lowly". Like many novels of the time, it first appeared serialized in "The National Era" and copies could not be printed fast enough to keep up with the demand of the readers. "So you're the little woman who started the big war"- said Abrahams Lincoln when he met H. Stowe at first time in 1862.

**Joel Chandler Harris (1848-1908)** composed a great number of Black folklore and published his collections of tales "Uncle Remus Stories" (1880) and "Nights with Uncle Remus" (1883).

The period after the Civil War is associated with the second stage of the US literature. The leading prose writer of the end of the 19<sup>th</sup> century was **Mark Twain (Samuel Langhorne Clemens) (1835-1910)**. Twain was born in the state near the Mississippi River His work as a riverboat pilot steering boats up and down the river made the most important influence on him and his books. One of Twain's first books is called "Life on the Mississippi" (1883). His "The Adventures of Tom Sawyer" (1876) and "Huckleberry Finn" (1884) tell about the lives of young heroes on the Mississippi river. Together with Twain's romantic tale "The Prince and the Pauper" (1889) they are still read by children all over the world. At the same time his "Golden Age" (1873) and "A Connecticut Yankee at King Arthur's Court" (1889), exposing American vanity, corruption and hypocrisy, are full of strong satire. Incomparable depiction of colloquial speech, peculiarities of paradox, humor and wit are characteristic features of Mark Twain's writing..

The third and present stage is marked by a tremendous surge of American creativity in all areas, by a steady self-confidence and by growing international influence of American literature. The American literature of the 20<sup>th</sup> century as a mirror of society was opened by **Theodore Dreiser (1871-1945)**. In his first realistic novel "Sister Carrie" Dreiser challenged the American myth that honesty and hard work inevitably lead to success. He followed the novel with several other strong social-critical works of fiction "Jennie Gerhardt" (1911), "The

Financier”(1912), “The Titan”(1914), “An American Tragedy” (1925). Later T. Dreiser published two collections of stories “Free and Other Stories”(1918) and “Chains: Lesser Novels and Stories”(1927). Many of these stories dramatized the theme of love as the most powerful force in life.

**O. Henry (Porter William Sidney) (1862-1910)** created a great number of short stories about the life of simple, poor Americans, collected in his books “Cabbages and Kings”(1904), “The Four Million”(1906), “The Gentle Grafters”(1908).

The Northern stories by **Jack London (1876-1916)** were extremely popular both in the USA and abroad. His novels “The Son of Wolf” (1900), “The Sea-Wolf”(1904), “Martin Eden”(1909) and many others were translated and published in Europe and Russia.

The horrors of World War I and the period following it in the 1920s sparked the imagination of some of the greatest writers in American literary. They include **Francis Scott Fitzgerald (1896-1940)**, the author of short stories and novels “The Great Gatsby”(1925), “Tender is the Night”(1934), “The Last Tycoon”(1941) about so-called “lost generation” and **Gertrude Stein (1874-1946)**. Her most widely read book “The Autobiography of Alice B. Toklas” was devoted to her life in Paris, her meeting with famous French artists and expatriate American writers such as Ernest Hemingway. The great master of the modern prose style **E. Hemingway (1899-1961)** in his early books “Fiesta”(1926), “For Whom the Bell Tolls” (1940) also expressed the frames of mind of the “lost generation”. E. Hemingway volunteered for an ambulance unit in Spain during World War I, but was wounded and hospitalized for six months. His first successful novel “The Sun also Rises”(1926) is about the group of American expatriates living in France and Spain who had lost their joy in life and felt wasted. His “Farewell to Arms” (1929) is another work that reflected the growing disillusionment with war. The main idea of the author is the tragic stoicism of his main characters. According to Hemingway a man must retain courage and dignity under very harsh circumstances, even facing the threat of death. While living in Cuba in the early 1950s, he wrote “The Old Man and the Sea” (1952) about the courage and fortitude of an old Cuban fisherman, awarded with the Nobel Prize in 1954.

More than ten other American writers received the Nobel Prize for Literature. The very first American to be honored by a Nobel Prize in Literature in 1930 was **Sinclair Lewis (1885-1951)**. In his popular novels “Main Street”(1920), “Babbitt”(1922) and “Arrowsmith”(1925) S. Lewis could describe the lives and values of small town people with sincerity and great understanding.



**William Faulkner (1897-1962)**, known for his novels about people living in the South “The Sound and the Fury”(1929),”As I lay Dying”(1930),”Intruder in that Dust”(1948), received the Nobel prize in 1949. Faulkner’s style is very much different from that of Hemingway. While Hemingway wrote in short, simple sentences and used a great deal of conversation, Faulkner’s sentences sometimes carry on for almost an entire page, with a lot clauses strung together by commas.

Among the other Nobel prize winners there are a playwright **Eugene O’Neill(1888- 1953)**, **Saul Bellow (1915)**, **Isaac Bashevis Singer (1904-91)** and **John Steinbeck (1902-68)**, noted for “Grapes of Wrath” and “The Winter of Our Discontent” picturing the complexities of life in America.

**John Cheever (1912-82)** published the novels and stories “The Wapshot Chronicle”(1957),”Bulbety Park”(1969), “Falconer”(1977) in which he used satire to express socio-economic essence of life. **J.D. Salinger (1919- )** achieved great literary success with the publication of his novel “The Catcher in the Rye”, centered on the character of 16-year-old boy, who flees his elite boarding school for the outside world only to become disillusioned by its materialism and phoniness. A playwright and poet **Dubose Hayward (1885-1940)** wrote about the life of black American Dockers. His popular novel “Porgy” was staged in 1927 and later became the plot of opera “Porgy and Bess”. Black Americans also wrote about their experiences in American society. The Black writer **Richard Wright (1908- 1960)** became well known as the author of the number of novels describing the feelings and fates of black Americans.

During the civil rights movement in the 1950s and 1960s more Afro-Americans began to write. **James Baldwin (1924-1987)** is well-known writer of that time. His first novel “Go Tell It on the Mountain” (1953) is about his own life as a poor child growing up in New York ghetto, Harlem. In protest against racism in American society, J. Baldwin emigrated and lived abroad until 1977. The life of Harlem inspired the poems of one of the best known black American poets of the 20<sup>th</sup> century **Langston Hughes (1902-67)**. To Hughes it seemed that the people of Harlem’s hopes of better attitude had been delayed – “deferred” for too long:

“What happens to a dream deferred? Does it dry up like a raisin in the sun? Or fester like a sore-and then run? Maybe it just sags like a heavy load. Or does it explode?”

**Maya Angelou** is a contemporary black American author and poet. Her first book “I Know Why the Caged Bird Sings” (1970) has an autobiographical character. In 1993 at President Clinton’s first inauguration ceremony, she read her poem “On the Pulse of Morning” “on TV to the entire country. **Alex Hayley’s** epic story of the black experience “Roots”

(1976) with the subsequent television special caused white America to stop and investigate its “past sins». In 1983 **Alice Walker** won a Pulitzer Prize for her novel ‘The Color Purple’, devoted to her struggle for equality.

In the 1950s there appeared a group of unconventional writers and artists “The Beat Generation” The writers of this generation, called beatniks, wanted to create a new kind of writing grown from poetry readings in the form of jazz. The poetry of **Allen Ginsberg (1926-1997)** was considered unconventional because it did not follow the structure of traditional verse. **Jack Kerouac`s (1922-1969)** writing had a new spontaneous style. His best-known novel “ On the Road” describes beatniks wandering through America seeking an idealistic dream of communal life and beauty. In the 1960s a young writer and singer **Bob Dylan** used protest lyrics to support the anti-war movement of the time. For many young people he became the voice of the conscience of his generation. His lyrics set to old tunes, were ironic comments on what he saw as the deceit and hypocrisy of those in power.

In the 1960s and 1970s a new ethnic literature emerged. **Dee Brown`s** history of the American West “Bury My Heart and Wounded Knee” (1971) led the way for a series of books on the American Indian.

By the late 1970s and the 1980s science fiction had moved to a generally accepted form of literature. Popular writers here included **Isaac Asimov and Arthur Clarke**. The 1980s also saw the rise of popular horror fiction with **Dean Koontz, V.C. Andrews, Peter Straub, Clive Barker and Stephen King** as the most prolific writers.

Recent literature included **John Updike`s** four novels (‘Rabbit at Rest’, “ Self-Consciousness” and others) and **Tom Clancy**. His books, such as “The Hunt for Red October”, “Red Storm Rising” and “Patriot Games” top both the hardback and overall bestseller books.

### **The Theater**

The greatest flowering of American drama came between 1920 and 1970. In those years, startling, powerful, and illuminating works, both tragic and comic, flowed from the pens of **Eugene O’Neill, Thornton Wilder, Maxwell Anderson, Robert Sherwood, Kaufman and Hart, Lillian Hellman, Arthur Miller, Tennessee Williams, and William Inge**. These playwrights reflected the events of their times, beginning with World War I, the Great Depression, World War II, and the Cold War. In his plays “Desire Under the Elms”(1924), “Mourning Becomes Electra”(1931), “Long Day’s journey into Night”, “The Iceman Cometh”(1946) the first important American playwright of serious drama **Eugene**

**O'Neil** ( 1888-1953) made deep and sensitive analyses of human relationships. The plays of notable playwright **Arthur Miller**(1915) “All My Sons”(1947), “Death of a Salesman”(1949),”The Crucible”(1953) , “A View from the Bridge”(1955) and others were staged in many countries of the world and brought him a world prominence.

The playwrights who came after them were inspired by many events of their time: assassination of John F. Kennedy, the student rebellions of the 1960s, the war in Vietnam, etc. Each playwright, with an individual style and a message, has been mining the American society. Several of them **A.R. Gurney, John Guare, David Rabe, Sam Shepard** received both national and international popularity. There were also a number of women playwrights **Tina Howe, Marsha Norman, and Wendy Wasserstein**.

One notable development in recent years is the “theater of absurd” (Edward Albee). There are also experiments with electronic music and lighting, body movements instead of spoken words, and spontaneous audience participation in some performances.

Black theater presents plays about black people, written by black playwrights, and performed by black casts. Originally such plays used to carry messages of protest against racial prejudice. Today black theater is increasingly concerned with blacks as individual human beings and their life problems. Black theatrical performances usually use black music: spirituals, gospel singing and jazz.

Most important new plays are produced in the theaters located on or near Broadway in the midtown area of New York City. There are over 15000 professional actors in New York alone and another 20000 or so in the state of California. Over 16000 professional musicians and composers live in New York, and almost 23000 more in California. Every year outstanding Broadway playwrights, actors, musicians, directors, choreographers and technicians are nominated for Tony Awards. **August Wilson**, an Afro-American playwright, received both a Tony and a Pulitzer Prize for his play “Fences”, devoted to the fate of a baseball player who struggles with the difficulties of everyday life. **Wendy Assertion**, a female playwright won a Tony for her “The Heidi Chronicles”.

Off-Broadway theaters are shown around Manhattan in small theaters and off-off Broadway companies often play in former garages, offices and stores. Sometimes there is no raised stage and the actors perform in the center of the hall, surrounded by the audience (so-called (“theater-in-the-round”). In almost every major city there are professional companies, which follow repertory (rep) schedules. There are also traveling acting companies that tour throughout the country. Very many theater groups suffer from the lack of financing and must charge high prices for tickets in order to pay production costs and make profit.

## The movies

Originally American cinema was born in the East, when in 1903 a cameraman Edwin S. Porter turned out a short film. The first “Patent Cinema Company” was formed in 1908 in Chicago. The first crew included 8 cinema-making firms. Those who did not go into it went to Los-Angeles, California. Soon the number of film companies, producers, actors, technical staff grew up there and the first film studio was founded in 1911 in Hollywood. There were several reasons why Hollywood, the former provincial small town was to become the main center of American cinema industry. Besides the favorable natural conditions, bright sun all the year round and splendid landscape, the land was very cheap there. Besides there was enough manpower around for building and servicing of film studios. By 1915 60% of all American film production was accumulated in Hollywood. After the beginning of World War I film industry in many European countries was in crises. Hollywood filled the gap to create the supremacy at the world cinema market. American movies poured over the cinema screens of the world. . By the middle of the 20s Hollywood had modern financial and technical basis of film production and the professional stuff. There were 5 large studios at that time: “Metro Golden Myer”, “Paramount”, “Fox”, “Universal” and “Warner”, headed by the producers Luise .Mayor, Sam Goldwine, Adolf Zuker, William Fox, Karl Lemale and Warner Brothers. One of the most popular and prolific producers of silent movies of that time was **David York Griffith**. He made 61 melodramas, comedies, historical films, thrillers, westerns, screen versions of the Bible and literature.

In the 20th the system of film stars appeared. Film stars were the most highly paid actors and actresses, whose names attracted crowds of filmgoers to movie-houses. The stars were necessary for the cash success of the film All over the world, from Berlin and London to Tokyo and Buenos Aires millions of people lined up every day to see their favorite Hollywood stars Charlie Chaplin, Mary Pikford, Douglas Ferbenks, Greta Garbo, Roman Navarro and others.. For most people the world of the movies remained a dream world, separate from real life. It helped to create the “American Dream” and to convince cinemagoers that the American way of life was the ideal one. At the same time the movies made people think of their own lives, which could be changed and improved.

One of the greatest American actors, directors and scriptwriters was **Charlie Chaplin (1889-1977)**. All Charlie Chaplin’s biographers agree that his miserable childhood in London slums made the decisive influence on his development as an artist. In his early “silent” comedies and satires Chaplin was never afraid to fight against tyranny and injustice. He released a parody on war “Shoulder Arms” (1918) only some time before the American troops

came home from the trenches of the World War I. In the “Pilgrim” (1923) Chaplin attacked nonconformist religion. In “City Lights” he was mocking capitalism. In “Modern Times” (1936) Chaplin parodied the inhuman destruction of the machine age. His comedies “Gold Rush”(1925), “City Lights”(1931), “Modern Times”(1935), “Limelight”(1952), “A King in New York”(1957) are filled with deep human feelings and dramatic undertones. In 1940 he created his first “talking” film “The Great Dictator” - a satire on Hitler and his policy- and during World War II called for the opening of the second front and support of the Russian people.

The theme of human dignity is very strong in Chaplin’s art. His constant image - the figure of a small, lonely man in a creased black suit, a derby hat, big clumsy shoes, black moustaches and a walking stick attracted millions of filmgoers not only due to his funny appearance but also to his openhearted character. “Oscar” – the best-known award for film actors was given to Charlie Chaplin in 1952, but when Chaplin emigrated to Europe, the US State Department banned his reentry. In 1972 in recognition of his lifetime contribution to film art Chaplin was at last given by the American film establishment a special Second Oscar. He was also commemorated with a statue at the historic corner of Hollywood and Vine. He also received special golden prize at the International Film Festival in Venice.

The first “talking” movies appeared in the 30s. Change over to sound cinema was not very simple. Many actors were not ready to speak. Attached to microphones they stopped to move and act. Besides in Hollywood there were many foreign actors with strong native accents. When Hollywood developed production of the films with sound track it quickly recovered its image. During the World War II American cinema created a number of films devoted to the war problems. One of the best films of that time “Lifeboat” (1944) by **Alfred Hitchcock** analyzed Nazi threat. “Bataan” (1943) by **Tray Harriet** showed the cruelties of the war. Many cinema celebrities went to the front. Some famous producers risked their lives, shooting war chronicles.

The years before the Second World War and after it became “the golden age” of Hollywood. During that period 7500 full-length films were shot there. Eight large firms specialized in different themes: family movies, musicals, topics of wealth, power and human passions, history, gangster or horror.

One of the most popular studios working in the USA became Disney Studio opened by its creator and the greatest cartoon maker **Walt Disney (1901-1966)**. Walt Disney was the first producer to shoot colored animated films with synchronized soundtrack. In his numerous worldwide cartoons he created the wonderful animal world of optimism and success. All his

animal characters in human-like situations are always kind, friendly and smart. His Mickey Mouse's and Donald Duck's phenomenal popularity put the animated characters into the ranks of the most popular screen personalities in the world. Among Disney's most famous masterpieces there are also "The Silly Symphonies", "Cinderella" and full-length animation "Snow White and the Seven Dwarfs". The most spectacular interpretation of musical classics was his movie "Fantasia"(1940). Besides cartoons Disney studio produced a number of wonderful documentary films about animals, nature and different popular TV programs. His last film "The Book of Jungle" was finished after his death.

For his wonderful art Walt Disney received **29 Oscars**. By 1996 more than 450 Disney clubs and stores had been created. Walt Disney's fantasies and dreams came true in two amusement parks "Disneyland" in California (1954) and "Disney World" (1971) in Florida. Millions of visitors enjoy a lot of sophisticated attractions in these "Magic Kingdoms". Some years later, in 1992 the similar Disney parks were opened in Tokyo (1983), and Paris (1992).

The Disney Studio continued producing movies after the death of his founder. "The Little Mermaid", "The Beauty and the Beast", "Aladdin", "The Lion King" became quite successful. They were followed by "Pocahontas" (1995) and "The Hunchback of Notre Dame" (1996). "Toy Story" pioneered computer-animated techniques. Disney also continued its strong presence in children's animated programs for television, with Aladdin and Gargoyles receiving high ratings.

After the World War II many new Hollywood stars appeared, such as Ingrid Bergman, Elizabeth Taylor, Marilyn Monroe, Kirk Douglas, Gregory Peck, Bert Lancaster. Such actors as Marlon Brando, James Din and Paul Newman began to use Stanislavskii system, reaching great intensity and realism. Some actors appeared in a great number of films. E.g., only one actor and director Paul Newman produced and starred in forty-five films, among them "The Hustler", "Butch Cassidy", "The Sundance Kid", "The Sting" and "Towering Inferno" and "Cat on a Hot Tin Roof" with the participation of Elizabeth Taylor. She also starred in "Cleopatra" in 1962. Film stars and Oscar Winners Audrey Heyburn and Gregory Peck also became especially popular in the 60-70s "Roman Holiday", "My Fair Lady", "Wait Until Dark", "The Omen» and others. In the 70s the most popular producers of new generation were Coppola, Lucas, Scorsese and Steven Spielberg. Coppola's film "Godfather" (1972) and Spielberg's "Jams"(1975) began the new era of blockbusters. Lucas's "Star Wars" and three Spielberg's films about Indiana Jones were the most famous super hits.



People could like or dislike them, but it is sure that the American films and Hollywood films in particular were produced at very high professional and technical standard.

At our time gradually Hollywood transformed beyond recognition. Step by step all its studios lost their independence and joined transnational companies. Commercial success became more important than creative work. Filmed television programs turned into an important American export. As many countries found it cheaper to buy American programs than to make their own, cinemagoers all over the world were mostly watching exported American blockbusters. Generations have grown up watching American films. A lot of copies are made for VCR and sold all over the world. Film companies spent hundreds million dollars on the film production and almost the same money on their advertisements. The films by famous directors and producers Steven Spielberg, Kevin Kostner, Quentin Tarantino, Paul Verkhoven, Lucas receive the most attention. The most highly paid actors Sylvester Stallone, Jack Nicolson, Demy Moor, Julia Roberts, Sharon Stone and others receive a lot of prestigious prizes and awards at the leading international film festivals.

### **Music**

Music in the USA is extremely varied. The ensuing generations of European immigrants brought with them the classical music and their German, Scottish and Irish folk ballads. Later America produced her own music. Railroad workers, cowboys and miners composed their songs about work, life and love. Black slaves' songs, preserving the rhythms and intonations of African tribes, acquired new features under the influence of Puritan hymns, resulting in Black hymns "spirituals" which are considered by many musicians as the highest achievement of American folk art. Black spirituals such as "Nobody Knows the Trouble", "When the Saints set off Machining" or "Go Down, Mosses" are remembered, sung and played even now. The list of folksong types in the USA includes Afro-American narrative songs or ballads, the Spanish narrative corride dance, Negro blues, spirituals, work songs, hymns, primitive Indian chants and prayers and the various European marches and ballads. In addition, there are superstitions, sayings, proverbs, and jokes that go with every national and racial group.

Jazz is a mixture of West African folklore with the work songs the slaves sang and religious gospel music originated in church. Jazz, initially a musical talk from downcast people to other downcast people, by the 1920-40s had become popular among all people irrespective of their class or job distinctions or political views. The first jazz bands were formed in the late 1800s. They played in bars and clubs in the South, especially in New Orleans.

The first American composer **Louis Moreau Gottschalk (1829-1869)** enlivened his “serious” music with plantation melodies and Caribbean rhythms from his New Orleans jazz bands.. He was the first American pianist to achieve international recognition, but his early death contributed to his relative obscurity.

**George Gershwin (1898-1937)** was also one of the first to use Afro-American melodies in his music. Together with his brother he created world famous opera “Porgy and Bess” and two musical comedies “Rhapsody in Blue” and “An American in Paris” which included jazz rhythms and blues.

**Aaron Copland(1900-90)** indulged his interest in jazz as well. Besides writing symphonies, concertos, and an opera, he composed the scores for several films. He is best known, however, for his ballet scores, which draw on American folk songs; among them are “Billy the Kid”, “Rodeo”. Copland chose a traditional Quaker religious song as one of the main themes for “Appalachian Spring”, which celebrated life in the Appalachian Mountains in the eastern region of the United States.

The orchestras of **Duke Ellington, Count William Basie, Frank Sinatra** and **Glemm Miller** became the universal musical culture, which all Americans are proud of. Among the outstanding jazz musicians there are the names of **Louis Armstrong, Benny Goodman** and **Ella Fitzgerald**.

Composers **Arthur Schwartz** and **Richard Rodgers** should also be mentioned. The songs “Yellow River”, “Night and Day”, “Tea for Two” crossed national boundaries and became popular in Europe. **Scott Joplin (1868-1917)** was born in freed slave musical family and managed to mix African beat with classical European music. His wonderful style became known to both black and white musicians as Ragtime in the early 1900s.

Thirty years after jazz another kind of popular music appeared – big beat (big rhythm). In 1954 the disc jockey **Alan Freed** started to broadcast the Black rhythm-and-blues records. He called this music Rock-and-roll after an old blues “My Baby Rocks Me in a Steady Roll”. The 50s were also marked in the USA by the enormous success of the most famous rock “n” roll superstar singer and guitar player **Elvis Presley (1935-77)**. What was new in his performance was aggression, sexuality together with Black blues and white romantic crooning and sentiment. Having broken all the standards, he became particularly admired by the young people. His songs “Heartbreak Hotel”, “Hound Dog”, “Blue Suede Shoes” and many others were recorded in multimillion copies. To rock and roll enthusiasts Presley got to symbolize not only a rock and roll singer but also a new youth culture. Among other things, this culture developed its own vocabulary, ways of dressing, even hairstyle. It even began to reject socially approved ideas and ways of behaving.

Later rock-and-roll blended with the protest songs of the 1960s to become rock, the music that was harder and less escapist. Rock became both an American and international phenomenon. Millions of young people worldwide saw it as their natural cultural language, a symbol of opposition to officially approved ideas and standards. Rock composers have always tried to represent the authentic sound of spoken English, and have therefore written what they have heard, rather than used standard spellings. Hard rock became bigger and louder than any beat before it, simply because it was amplified and very noisy.

There are lots of superstars these days; among fifteen number one hits there are the ones of Madonna, Diana Ross, Mary Wilson, Cindy Birdsong. In the 1970-80s Michael Jackson made his fantastic career. In addition to live performances he produced a lot of records, CDs and video clips. His particular ability to combine extraordinary gracious movements with singing brought him fame all the world round.

Some young musicians combined their vocal and composer masteries with their dramatic skills (so-called “performance”). The talented singer Diamond Galas (1955) using a very gloomy vampire stage image and lots of technical and light effects created unsurpassed emotional performances full of energy and expressions. Joan La Barbara (1947) possessing a wonderful vocal technique brilliantly experiments with modern compositions written by her husband Morton Subotnic and chamber music easily passing from charming whispering and thrilling moans to anxious beast cries. Black composer **Anthony Davis (1951)** improvises with modernism, jazz and Indian rhythms.

Besides folk and pop music so-called “serious” music is also very famous. The greatest opera house “**Metropolitan Opera**” is located in New York, but there plenty of other ones. Now live performances of classical music are held in New York, Boston, Philadelphia, San Francisco and other cities, many of which are famous for their orchestras and conductors. There are over 1500 orchestras throughout the country, many of which can be termed “major” or world-class. The symphony “The Last Alice” (1976) by **David Del-Tredichy** written on Luis Carol’s “Alice in Wonderland” is successfully played by Chicago symphonic orchestra.

School and university ensembles and orchestras play a very important role throughout the country to bring up the level of the culture of young people.. There are hundreds of city, state and nationwide music competitions. In addition, the universities provide cultural offerings in many areas of the nation, especially in smaller places, which would otherwise find it difficult to support a major symphony or concert.

In the 20<sup>th</sup> century besides George Gershwin and Aaron Copland there appeared the number of very talented composers: **Leonard Bernstein (1919-80)** who wrote two ballets, an opera and the music for “West Side Story”, **Philip Glass** and **Stiven Polus whose operas** were

staged in New York and Minneapolis (state Minnesota). Some modern composer experimented with modern forms. ' composition "Keys to the City" devoted to the Centenary of the Brooklyn Bridge is a very complex weave of romantic concert traditions with the city noises and folklore elements and jazz.

One of the very popular genre in the USA "musicals" have truly American origin. The first popular musical was "Oklahoma», performed in the 1940s. Since "Oklahoma" many musical plays have appeared on the American stage. Among the most noteworthy musicals there were "On your Toes"(1966) with original George Balanchine choreography, "Funny Face", "My One and Only" based on Gershwin's shows. Very successful musicals were also "My Fair Lady", the musical version of B. Shaw's play "Pygmalion" and "West Side Story", portraying tense and hostile relationships between the Puerto Ricans and native New Yorkers. The musicals "Cats", "A Chorus Line» and "Hair" are ones of the longest-running shows on Broadway.

Closely related to the development of American music in the early 20<sup>th</sup> century was the emergence of a new, and distinctively American, art form - **modern dance**. American choreographers searched for new methods of expression. **Merce Cunningham (1919)** introduced improvisation and random movement into performances. **Alvin Ailey (1931-1989)** incorporated African dance elements and black music into his works. Among the early innovators was **Isadora Duncan (1878-1927)**, who stressed pure, unstructured movement in classical ballet.

The first American ballet troupes were founded in the 1930s, when dancers and choreographers teamed up with visionary lovers of ballet such as **Lincoln Kirstein (1907-1996)** who invited Russian choreographer **George Balanchine (1904-1983)** to the United States in 1933. The two established the School of American Ballet, which became **the New York City Ballet** in 1948. Ballet manager and publicity agent **Richard Pleasant (1909-1961)** founded America's second leading ballet organization, **American Ballet Theatre**, with dancer and patron Lucia Chase (1907-1986) in 1940.

While Pleasant included Russian classics in his repertoires, G. Balanchine announced that his American company would mix classical idioms with the new forms. Since then, the American ballet scene has been a mixture of classical revivals and very original works, choreographed by such talented former dancers as Jerome Robbins, Robert Joffrey, Eliot Feld, Arthur Mitchell, and Russian dancer Mikhail Baryshnikov..

### **New World, New Architecture**

American architects of the later 19<sup>th</sup> – 20<sup>th</sup> centuries found themselves in a world being reshaped by science, industry, and speed. The needs of a new American society pressed

them, while steel, reinforced concrete, cast iron and electricity were among the many new technical means at their disposal. The 20<sup>th</sup>-century architecture often approached engineering, expanding and incorporating modern stylistic elements, and works such as the Brooklyn Bridge by **John and Washington Roebling** (1869-83) number among the most impressive of all American achievements. The 20<sup>th</sup>-century architecture often approached engineering, expanding and incorporating modern stylistic elements.

For many people the symbol of America. is New York Manhattan skyline. The origin of skyscrapers can be traced back more than a hundred years to the American Midwest and has become the result of a need for more working and living space in places where the cost of land was very high. During the end of the 19<sup>th</sup> century and beginning of the 20<sup>th</sup> the great number of high, narrow buildings began to rise not only in New York, but also in the center of Chicago and some other American cities. Each skyscraper was built around a framework of steel beams, which carried the weight of the building. The walls of the early skyscrapers were often made of stone, but later of glass and metal. They give the images not only of modernity and technical progress but also of visual expression to the impact of the United States on the world. Among the world's tallest buildings there are the Chrysler Building (1930) and the Empire State Building (1931). Still today, despite the loss of the World Trade Center towers, no city in the world has more completed individual free-standing buildings over 500 ft.(152 m.) than New York City with its 184 so-called skyscrapers.

From the 1930s onwards, skyscrapers also began to appear in Latin America and Asia .Now Hong Kong comes in with the most in the world (186). From the late 1950s and the early 1960s skyscrapers began to appear in Africa, the Middle East and Australia.

Immediately after World War II, the Soviet Union planned eight massive skyscrapers dubbed "Stalin Towers" for Moscow, seven of which were built. The rest of Europe also slowly began to permit skyscrapers, starting with Madrid in Spain during the 1950-60s.

The Americanization of popular taste and habits was not restricted to music, movies and architecture. From supermarkets to hot dogs, from Coca-Cola, Chewing Gum to nylon fiber and blue jeans – all these things which are so common to people of very many countries were born in the USA .In many areas of life American popular tastes and attitudes have conquered the world

The first supermarkets appeared in the USA in the 1950s. With their huge variety of foods and other consumer goods supermarkets gave the American shoppers a visible proof of the superiority of the American way of organizing a nation' economic life. When supermarkets proved a commercial success in the USA, they quickly spread to other countries, first in Europe and then in other parts of the world.

The growing popularity of hamburgers, fried chicken and other easily prepared “fast food” spread American eating habits all over the world. Blue jeans and T-shirts Americanized the dress habits of the people on every continent. The habit of wearing jeans is –along with the computers, the copying machine, rock music, polio vaccine and skyscrapers – one of the major contributions of the US to the postwar world at large.

### **1. Answer the questions.**

1. How many periods are there in the USA art and literature and which factors are they associated with?
2. What are the most famous art galleries and museums in the USA?
3. What are your favorite American writers?
4. Where is the center of theatrical life in the USA?
5. Who are America’s most important playwrights?
6. Where and how was American cinema born?
7. Why did Hollywood become a symbol of the American dream?
8. Why did Charlie Chaplin continue to be popular?
9. What musical traditions has American music assimilated?
10. How did jazz emerge? What musicians made a great contribution to the popularization of jazz?
11. When did Rock-‘n-Roll appear on the musical scene?
12. What American composers do you know?
13. Why so-called sky-scrapers appear in the USA?
14. Why did American pop culture become so popular abroad?

### **2. Render the text in English**

#### **А) Друг президентов и мафиози**

В 30-е гг. Фрэнк Синатра был так необыкновенно популярен в Америке, что школьники писали сочинения на тему «Почему я люблю Синатру». Сам же Синатра объяснял, почему он любит петь: «Когда я пою, я верю, что я честен». Честность была важнее тембра, она доходила до сердец людей». В конце сороковых годов, когда синатромания почти схлынула с Американской эстрады, состоялось второе рождение певца в кино. В августе 1964 года на экраны вышел фильм «Отсюда до вечности», в котором Фрэнк с потрясающей силой сыграл трагическую роль американского солдата. Академия киноискусства присудила ему «Оскара» в 1953 году. Американская публика вновь и бесповоротно полюбила Фрэнка Синатру. Он стал первым и непрекаемым эстрадным певцом и плейбоем Америки, confidentом президента и «крестных отцов» мафии. Менялись времена, менялись вкусы и стили. Не менялся один Синатра. Он пережил Бинга Кросби и Элвиса Пресли, пережил «Битлз» и диско, выстоял перед натиском рок-н-ролла. “ All or Nothing at All”-пел Синатра. Все знали и верили – пока поет Синатра, все о’кей, пока поет Синатра, будет мир и стабильность.

#### **Б) Элвис Пресли**



Еще никто не вызывал столь буйных девичьих восторгов как Элвис, а это первый индикатор успеха. Респектабельный Синатра тоже был кумиром, от него падали в обморок, а от Элвиса визжали и высвобождали все глубинные инстинкты. Концерты Пресли превращались в погромы – таких страстей в Америке еще не было. Впервые Элвис узнал, что это такое, во Флориде, когда несколько девиц вскочили на сцену и в клочья разодрали его пиджак. Пока певец спасал гитару, две самые отчаянные фанатки цеплялись за его ботинки. Еще одна девушка зубами захватила правую штанину – и материя треснула и разорвалась. С тех пор Элвис выступал только в джинсах.

В начале 56-го, когда собственное сердце певца уже было разбито, за Пресли закрепилась первая строчка в американском хит-параде с песней «Отель разбитых сердец». По силе влияния на американское общество Элвис сравним разве что с Кларком Гейблом из фильма «Унесенные ветром». Немудрено, что он очень скоро был приглашен в Голливуд. Первый фильм Элвиса вышел в 1956 году и назывался «Люби меня нежно». Его главный герой сражался в Гражданской войне и погибал к финалу. Талант был явный. Продюсеры почувствовали «запах» денег, и за полтора года Элвис еще трижды собирал полные залы кинотеатров. Всего за 15 лет Пресли снялся в 33 лентах, и все они имели кассовый успех.

### **3. Discussion Problems:**

1. American art and Literature.
2. Who are your most popular American writers?
3. The USA music and its trends and characteristics.
4. The USA pop culture and its influence on the young people.

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