

January/February 2011

We welcome the new year on the calendar. The challenges for educators continue apace. This edition of *The Interim Plus* presents some material that will hopefully assist you in planning some of your lessons. As always, incorporate into those lesson plans whatever elements you find useful in this learning resource.

The topics for this edition pertain to the use of language, which coincidentally was the theme of this year's essay topic in the Father Ted Colleton Scholarship program. Author-humorist Joe Campbell analyzes the language used by proponents of abortion. Michael Coren, on the other hand, looks at the not -so-pleasant side of "progressive" heroes. There follows an internet reflection on the human condition in the form of an important "Recall Notice". The concluding piece looks at the lore and fun of Valentine's Day.

Parsing 'pro-choice' prose

Joe Campbell, *The Interim*, January 2011

I thought I knew what pro-choice means. I guess I don't. In fact I have difficulty with most pro-choice language. Take sex-selective abortion. It's about expectant couples who prefer sons to daughters and use ultrasound to find out what they're going to have. If it's a daughter, they abort her.

When I learned that pro-choicers are against sex-selective abortion, I was really puzzled. I always thought 'pro' meant 'for'. I never imagined 'pro' could mean 'against'.

It's not that they're against aborting daughters. Rather they're against using abortion to discriminate against daughters. The distinction, when explained to me, seemed like a novel approach to morality.

Even in a just war, moralists condemn indiscriminate killing. In abortion, pro-choicers condone it. Discriminate



killing is what they condemn. Apparently, discrimination is worse than killing.

But not always. Although they reject prenatal discrimination on the basis of sex, pro-choicers accept it on the basis of disability. So if you discover that your unborn daughter is disabled, you can go ahead and kill her. Just make sure you do it because of her disability, not her sex. I'm sure she'll understand.

Oh, I know that some pro-choicers say abortion isn't about killing anyone. It's about removing a blob of tissue or a part of the mother's body. But if it's only a blob why go to the trouble of removing it, when eventually it removes itself?

If it's a part, I don't even want to think about it. Why, it suggests that mothers carrying sons could be hermaphrodites. Throughout their entire pregnancy, they have male parts.



But no sooner did I get used to blobs and parts than pro-choicers who were starting or adding to their families changed their vocabulary. The wives didn't say they felt the blob move. They said they felt the baby move. The husbands didn't say their wives were with part. They said they were with child.

I used to think that reality determined language. Here was a case of language determining reality. If they were intent on abortion, pro-choicers saw blobs, parts or the prod-



ucts of conception. If they were intent on procreation, they saw babies, children or the newest members of the family. Depending on their mood, the reality changed like magic. Black magic.

When ultrasound enabled us to watch womb dwellers in motion, even pro-choicers could see that they don't look like blobs or parts. They don't look like potential children either. They look like actual children. Talk about moving pictures.

Be A Voice for Choice

Every Child A Wanted Child

Pro Choice Resource Project P.O. Box 608 Squash, CA 95076 PHILAS (510)822-4352 K1164 FREE CASH/OG

But the language didn't change much. Neither did my ability to understand it. When pro-choicers declared "Every child a wanted child," I thought it meant no child should be unwanted. It doesn't. It means no unwanted child should be.

In a sense, though, the slogan is correct. Every child really is wanted. Like outlaws in the old west, they're wanted dead or alive. If their mothers want them dead, couples looking to adopt want them alive. By changing only two consonants, we could turn abortion into adoption. If only it were that easy to change minds.

When pro-choicers say abortion is fundamental to women's rights, I don't know what to think. Try as I may, I can't figure out how it's fundamental to the rights of the women who are aborted.

Maybe rights depend on location, and carry less weight inside the womb than outside. If so, it seems like a novel approach to justice. In human rights law, place, like race, is a prohibited ground for discrimination. Like racism, placism stands out in the lexicon of secular sins.

I guess pro-choicers haven't noticed it yet, even though many have finally noticed that the products of conception are children. Why, some who abort hold ceremonies to mark their passing. Others arrange to get a lock of their hair or a print of their hands or feet. Still others post love notes, assuring the little ones that the abortion is in their best interest. It's nothing personal. They just happen to be in the wrong place at the wrong time. No doubt the unborn find this comforting.

There's something else I don't understand. I've often heard politicians say they're personally against abortion but won't impose their morality on others, that is, on abortion-seeking women and their doctors. I've never heard politicians say they're personally in favour of abortion but won't impose their morality on others, that is, on the unborn.

I wish someone would explain to me why it's wrong to impose morality when it supports life, but not death.

Questions for Reflection and Discussion

1. Why is the proper use of language important to honest communication?
2. Explain these eight examples of the misuse of language by pro-choicers according to Campbell:
 - a) discrimination
 - b) "pro" and "against"
 - c) disability
 - d) blob
 - e) part
 - f) wanted child
 - g) a woman's right
 - h) "placism" and "racism"
3. How does he use irony in his analysis of language?
4. What decides the meaning of words according to Campbell? What should decide the meaning of words?
5. Among the examples of contradictions cited by Campbell, which do you find most appealing for their clarity?
6. An ancient Greek philosopher, Protagoras, said that "man is the measure of all things", implying that truth is relative to each individual. How does that statement apply to the problem outlined by Campbell in this article?
7. How does Campbell savage the politicians who take the particular stance of not wanting to impose their morality on others when it comes to abortion?
8. What does Joe Campbell conclude about the use of language by pro-choice supporters?
9. Would you agree with his analysis? Why or why not?
10. Is the humorous approach of Joe Campbell effective in raising the issue of dishonest language?
11. If language usage is a sham, what can one conclude about a society that nevertheless accepts the misuse as rational and legitimate?
12. Can the problem of language abuse be fixed?

The barbaric vision of progressive heroes

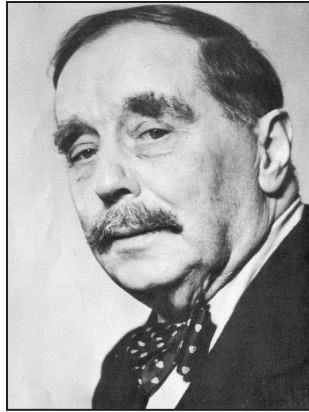
Michael Coren, *The Interim*, January 2011

There is nothing right or left-wing about pro-life, but pro-lifers are repeatedly and ridiculously condemned and dismissed as being on the right. Life, however, is more important than political labels. But while we know of the murderous fascists of the 1940s, we need



to understand something of those assumed to be the good guys – the socialist thinkers and writers who allegedly wanted only to make the world a better place.

Thinkers such as the famous science fiction writer H.G. Wells, who between 1905 and 1940, was one of the most admired and influential men in the world. In describing his fellow socialist and some-time friend, George Bernard Shaw wrote of Wells, “Multiply the total by ten; square the result. Raise it again to the millionth power and square it again; and you will still fall short of the truth about Wells – yet the worse he behaved the more he was indulged; and the more he was indulged the worse he behaved.” Shaw, by the way, lied about what he had seen in Stalin’s Russia and when questioned by a Western journalist about the forced starvations in Ukraine threw a can of Russian meat at him. Wells, though, was worse.



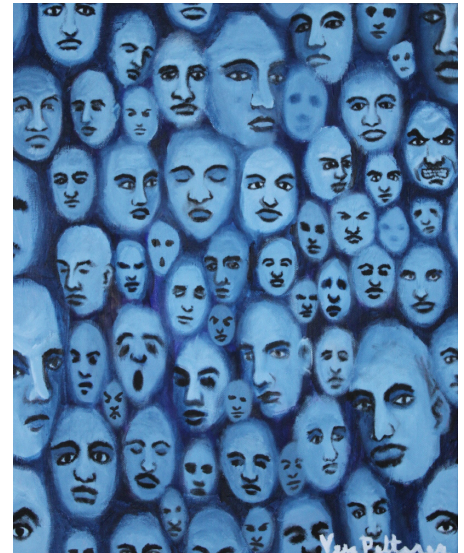
At heart he was a social engineer. In massively best-selling books such as *Anticipations* and *A Modern Utopia* Wells wrote that he believed the world would collapse; from this collapse a new order should and would emerge. “People throughout the world whose minds were adapted to the big-scale conditions of the new time,” he wrote. “A naturally and informally organized educated class, an unprecedented sort of people.” A strict social order would be formed. At the bottom of it was the base.

These were “people who had given evidence of a strong anti-social disposition,” including “the black, the brown, the swarthy, the yellow.” Christians would also “have to go,” as well as the handicapped. Wells devoted entire pamphlets to the need of “preventing the birth, preventing the procreation or preventing the existence” of the mentally and physically handicapped. “This thing, this euthanasia of the weak and the sensual is possible. I have little or no doubt that in the future it will be planned and achieved.”

The people of Africa and Asia, he said, simply could never find a place in a modern world controlled by science. Better to do away with the lot. “I take it they will have to go,” he said of them. Marriage as it is known would have to end but couples could form mutually agreed unions. They would list their “desires, diseases, needs” on little cards and a central authority would decide who was fitted for whom.

Population would be rigidly controlled, with forced abortion for those who were not of the right class and race. Religion would be banned, children would be raised in communes. The old and the ill would, naturally, have to be done away with and doctors would be given the authority to decide who had a right to live, who had a duty to die. On the Jews: “I met a Jewish friend of mine the other day and he asked me what would

come of his people,” Wells wrote. “That is exactly what is the matter with them – my people.” Writing of World War I, Wells stated, “throughout those tragic and almost fruitless four years of war, the Jewish spokesmen were most elaborately and energetically demonstrating that they cared not a rap for the troubles and dangers of English, French, Germans, Russians, Americans or of any other people but their own. They kept their eyes steadfastly upon the restoration of the Jews.”



http://fc06.deviantart.net/fs70/f/2010/308/8/7/overpopulation_by-vesapeltonen-d325tts.jpg

Wells may have been the most prominent of these socialist slaughterers but he was not the only one. The American socialist Margaret Sanger was the founder of Planned Parenthood and is still a feminist and liberal icon. Black people and immigrants in general, were “human weeds” and “reckless breeders,” “spawning human beings who never should have been born.” She believed in the sterilization of the mentally ill, in “racial purification” and the elimination of those she labelled the “feeble-minded.” She was aware, however, that her racism might



cause a few problems and warned that, “we do not want word to go out that we want to exterminate the Negro population” because it might provoke “their more rebellious members.”

Canada’s own Tommy Douglas is widely considered one this nation’s more significant heroes. He is celebrated as one of our greatest and purest voices because of his commitment to socialism and fight for socialized medicine. Yet on the subject eugenics and sterilizing the mentally handicapped he said, “some have objected to steriliza-



tion on the grounds that it is depriving human beings of an unalienable right. But medical science declares that it is possible to be sterilized and yet have sexual intercourse. In the main this is all the defective asks. Among them the parental instinct is not paramount, but is entirely subordinated to the sex urge. Thus sterilization would deprive them of nothing that they value very highly, and would make it impossible for them to reproduce those whose presence could contribute little to the general well-being of society.”

The list goes on. George Bernard Shaw, Sydney and Beatrice Webb and the early founders of the socialist Fabian Society. Today, the vocabulary may be less harsh and severe, but calls for population control and international abortion availability are still common. Those leading the campaign are still very much on the political left and the actual and potential victims are still invariably the poor, the handicapped, the black and the brown.

The voices may be different but the song, as they say, remains the same, and is one so terribly familiar to those of us who care about life.

Questions for Reflection and Discussion

1. What do the terms “left” and “right” mean on the political spectrum? Where did the terms originate? Do they truly represent distinct political mindsets?
2. What does the term “progressive” mean? What does Coren achieve by inserting Shaw’s quote about H.G. Wells?
3. How did the writings of H.G. Wells express the “progressive” philosophy according to Michael Coren? What did “progressive” thinkers have to say about society and the future of humanity under these headings?
 - a) Race
 - b) Social class
 - c) Religion
 - d) Disability
 - e) Poverty
 - f) Abortion
 - g) Euthanasia
 - h) Family
4. Draw up a list of contemporary “progressives” whether individuals or organizations/companies in the following fields
 - a) print journalism
 - b) science
 - c) novelists
 - d) film industry
 - e) educators
 - f) television
5. Coren concludes that “the voices may be different [today] but the song, as they say remains the same, and is one so terribly familiar to those of us who care about life”. Is he correct in his conclusion?

RECALL NOTICE:

The Maker of all human beings (GOD) is recalling all units manufactured, regardless of make or year, due to a serious defect in the primary and central component of the heart.

This is due to a malfunction in the original prototype units code named Adam and Eve, resulting in the reproduction of the same defect in all subsequent units. This defect has been technically termed “Sub-sequential Internal Non-Morality,” or more commonly known and expressed as S.I.N.

Some of the main symptoms include:

1. Loss of direction
2. Foul vocal emissions
3. Amnesia of origin
4. Lack of peace and joy
5. Selfish or violent behavior
6. Depression or confusion in the mental component
7. Fearfulness
8. Idolatry
9. Rebellion

The Manufacturer, who is neither liable nor at fault for this defect, is providing factory-authorized repair and service free of charge to correct this defect. The Repair Technician, **Jesus**, has most generously offered to bear the entire burden of the staggering cost of these repairs.

The number to call for repair in all areas is: **P-R-A-Y-E-R**. Once connected, please upload your burden of **SIN** through the **REPENTANCE** procedure.

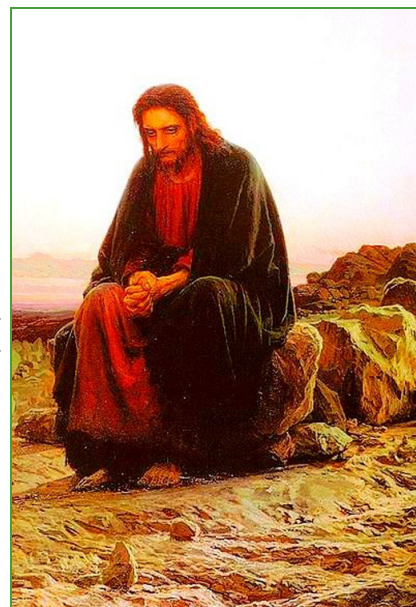
Next, download **ATONEMENT** from the Repair Technician, Jesus, into the heart component.

No matter how big or small the **SIN** defect is, **Jesus** will replace it with:

1. Love
2. Joy
3. Peace
4. Patience
5. Kindness
6. Goodness
7. Faithfulness
8. Gentleness
9. Self control

Please see the operating manual, the **B.I.B.L.E.** (Basic Instructions Before Leaving Earth) for further details on the use of these protocols.

WARNING: Continuing to operate the human being unit without correction voids any manufacturer warranties, exposing the unit to dangers and problems too numerous to list and will result in the human unit being permanently impounded. For free emergency service, call on **Jesus**.



DANGER: The human being units not responding to this recall notice will have to be scrapped in the furnace. The SIN defect will not be permitted to enter Heaven in order to prevent contamination of that facility.

Thank you for your attention!

God

P.S. Please assist where possible by notifying others of this important recall notice, and you may contact the Father any time by 'Knee mail'!

Questions for reflection

1. Is this a clever way to gain attention?
2. Is the analogy appropriate?
3. What caused the grave defect in the human being?
4. Is the message hopeful? Is it clear?
5. Why do some people ignore the recall notice?
6. Create your own analogy about a recall notice for human beings



History of Valentine's Day

Is Valentine Day just a fun relief for our mid-winter blues? Is it a hyped-up celebration concocted by florists, chocolate manufacturers, and the greeting cards industry for commercial gain? Or is Valentine's Day an expression of the human spirit's need to love and to be loved, therefore a testament to true lovers everywhere?



Whichever view one takes, there is no doubt that Valentine's Day is widely celebrated in North America and ranks as one of the biggest "days" of the year. The celebration

has a long history, dating back to ancient times when the 'Feast of Lupercalia' was celebrated in honour of the Roman god of fertility. That day fell on the 15th of Febru-

ary every year. According to a time worn custom, on the 14th or eve of Lupercalia, a ritual of 'name drawing' was followed, during which a young man drew the name of a girl from the lot, who was to be his sweetheart for the whole year. Since then, this day (14th of Feb) has been considered as the day of Cupid, the mischievous son of Venus -the Roman Goddess of Love. The reason for celebration is ageless, but it was much later that a great lover gave the day his name. The eternal lover that gave us the famous word 'Valentine' and originated the tradition of writing love letters on this day, is believed to be Bishop Valentine.



He was a priest in Rome when, the city was ruled by Claudius II ('Claudius the Cruel'). Because of military and cultural reasons this emperor considered Christianity as a danger to the State. The pacifism of Christianity appeared to be contrary to the needs of the emperor to have a large army. For this reason he forbade young men to marry. He needed them in the army. But in spite of the fact that Claudius

had forbidden Christian conversions and Christian marriages, Bishop Valentine refused to surrender to Roman gods and carried on his religious duties in secret. He was imprisoned for disobedience, but even in prison he converted the convicts. While he was in prison, the daughter of Asterius, his jailer, became his friend and was loyal to him through his ordeal. When Claudius found out that imprisonment had not broken

Valentine's Christian faith, he had the bishop executed. However, on the day of his death, Valentine wrote a note to his friend, 'the jailer's daughter' and signed it -

'From Your Valentine'. This great man who died for his beliefs, for his enduring love of the Christian God, was chosen as the patron Saint of lovers. Ever since, the 14th of February has been celebrated as Valentine's Day.

<http://www.annieshomepage.com/valentines.html>

<http://www.historychannel.com/exhibits/valentine/>

Learning to Love Bravely

Deacon Doug McManaman

An excerpt

Christianity is primarily about the pursuit of the perfection of charity, and not the pursuit of "my own peace of mind". Many who have forgotten this have been lured away from the Church in pursuit of a more private, "New Age" kind of spirituality that promises peace. Some have remained within the Church, but have become determined to reform theology and worship to suit their new frame of mind. But the peace they pursue cannot be delivered, because gen-

True peace is a side effect of a life that pursues the perfection of charity, which can only be channelled through virtue, in particular the virtue of fortitude. The more our prayer is focused on growing in the supernatural love of God, and less on our own peace of mind, the more deeply will we be carried into the very heart of the mystery of God, who is Love. There we will rediscover those who are the object of His love, and the Holy Spirit of Love between the Father and the Son will return us back to the earth, armed with the fortitude that will allow charity to achieve its purpose. This is the charity that burned within the hearts of all the great missionaries and martyrs of the Church.

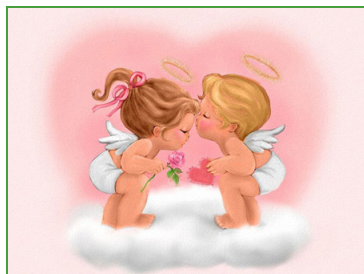
Questions for Reflection

1. How is Valentine Day a mixture of paganism and Christian lore?
2. Which strand do you think dominates today, and explain why?
3. In light of Deacon McManaman's concept of love how did Bishop Valentine express it?



Activities and lessons for elementary grades

Make a Valentine's Card



Have pre-written poems for the children to glue on their Valentine, let the children choose the poem they like the best.

Make the card out of the paper doily, heart shaped.

poem for the inside.

2. Let the children write a special message, or have the child tell you what to write for them.

Valentine Match Up

There are many ways to set this up depending on the skill

level or the particular skill you wish to work on. Try these different set-ups:

1. Cut out heart shapes from different colors of paper. Give each child one heart. Ask the children to find one person with the same color heart.
2. Cut out heart shapes from different colors of paper. Cut the hearts in half using a puzzle type cut, like zig zag or interlocking pieces. Give each child one half of a heart, and ask them to find the person with the other half.
3. Cut the heart shapes from one color of paper. Label one set of hearts with numbers, i.e. if you have 20 children, label the hearts with the numbers one to ten. The other half, draw one dot on one, two on another, and so on until ten. Give each child one heart and have them find the child with their match.

Give a Valentine To a Local Hero



Rather than valentine cards being exchanged just between the students or brought home to parents and grandparents, why not include local senior citizens, clergy, politicians, police and fire departments, doctors, nurses and people in need of expressions of affection and appreciation.

Valentine's Day, lesson ideas

By -Jacquie DeFreze
Social Studies

Grade Level - 2-3

Materials - class list

Have each child draw a name out of a basket. Each child is to decorate a large heart with the child's name written in black. I start this activity in January so that it is done for Feb. 1. After they decorate the large heart, they hand them in. Every morning for 20 days (# of days depends on class size) the children come in and have a heart on their desk. They have to write one positive things about the name on the heart. They cannot repeat a comment. It does get difficult but if they really think about the person they can come up with something original.

When all the hearts have 19 comments, they make a great bulletin board for all to read and feel great about!

Valentine Geography

Materials - Large map of Canada
Many red/white and pink hearts

Grade 2-4. Have students research all the different cities or towns in Canada that have a name that has something to do with Valentine's Day (for example, Heart Lake). These names may be a derivative of Valentine, or include



the words “heart”, “cupid”, “chocolate”, “romance”, “love”, “rose”, “arrow”, “card”, “friend”, “sweet”, “dear” (or their equivalent in French). Have the students locate also their favorite province or city. They should write on a paper heart the reasons why they love that city or province. Have the children write the city on the heart and then place it on the map.

www.lessonplanspage.com/OSSValentineIdeas-BulBoardAndGeography23.htm

www.songs4teachers.com

www.123child.com/UBB/showthread.php?3096-Valentine-s-Day-preschool-lesson-plans

St. Valentine Day Quizzes

Quiz I

For each of these quotations identify the author by circling the correct name:

- a) *The greatest happiness of life is the conviction that we are loved - loved for ourselves, or rather, loved in spite of ourselves.*
Victor Hugo, Stendhal, Lord Byron, Dorothy Sayers
- b) *Love does not consist of gazing at each other, but in looking together in the same direction.*
Marilyn Monroe, Mae West, Groucho Marx, Antoine de Saint-Exupery
- c) *Love is not blind -- it sees more, not less. But because it sees more, it is willing to see less.*
Boris Pasternak, Rabbi Julius Gordon, Leo Tolstoy, Carl Sagan
- d) *Nobody has ever measured, even poets, how much a heart can hold.*
Zelda Fitzgerald, Georges Sand, Virginia Woolf, Elizabeth Taylor
- e) *Gravitation is not responsible for people falling in love.*
Nicholas Copernicus, Albert Einstein, Isaac Newton,

Yogi Berra

f) *If love is blind, why is lingerie so popular?*

Milton Berle, Rodney Dangerfield, Author Unknown, Russell Crowe

g) *A bug is like a boomerang - you get it back right away.*

Bill Keane, “Family Circus”, Jackie Gleason, Artie Shaw, Goldie Hawn

h) *I love you not only for what you are, but for what I am when I am with you. I love you not only for what you have made of yourself, but for what you are making of me. I love you for the part of me that you bring out.*

Britney Spears, Madonna, Elizabeth Barrett Browning, Celine Dion

i) *Without love, what are we worth? Eighty-nine cents! Eighty-nine cents worth of chemicals walking around lonely.*

Hawkeye in ‘M*A*S*H’, Meathead in ‘All in the Family’, George in ‘Seinfeld’, Peter Sellers in ‘The Waltz of the Toreadors’.

j) *Love is the magician that pulls man out of his own hat.*

Harry Houdini, Ben Hecht, Mr. Magoo, Dennis Lee

k) *Time is too slow for those who wait, too swift for those who fear, too long for those who grieve, too short for those who rejoice, but for those who love, time is eternity.*

Henry Van Dyke, Salvador Dali, Pablo Casals, Ludwig von Beethoven

l) *I love being married. It's so great to find that one special person you want to annoy for the rest of your life.*
Eva Gabor, Phyllis Diller, Carol Burnett, Rita Rudner

m) *A successful marriage requires falling in love many times, always with the same person.*

Mignon McLaughlin, Sen. John Warner, Teddy Kennedy, Conrad Black

n) *Will you still love me when I'm sixty-four?*

Tarzan, Paul McCartney, Pierre Trudeau, Queen Victoria

o) *Then, must you speak Of one that loved not wisely but too well.*

Othello, Hamlet, King Lear, Brutus

p) *Heaven has no rage like love to hatred turned, Nor hell a fury like a woman scorned.*

Ernest Sheridan, William Shakespeare, John Donne, William Congreve

The preceding quotations will be found at these web sites:

www.mkn.co.uk/valentine/quote

www.geocities.com/quotegarden/valentine

www.geocities.com/Heartland/7134/Love/wordquot

The correct answers may be found on the last page. See quotation quiz.

Follow up questions on the quotations:

1. Which of the above quotations do you find the most appealing and why?
2. Which of the preceding quotations do you find to be vacuous and why?
3. Which of these quotations best represents your own view about love or friendship? Explain

Quiz II

Try this quiz. You can either assign an internet source reading which contains the information, or do so as an interesting general knowledge test. Circle the correct answer.



1. Who sent the earliest surviving Valentine's Day card?
a) Duke of Aosta b) Sir Walter Raleigh c) Duke of Orleans d) Frederic Chopin
2. Sending anonymous Valentine Day cards became fashionable in England after
a) a paper mill strike ended b) a reduction in postal rates c) the invention of ball point pens d) invention of the typewriter
3. St. Valentine was stoned, clubbed and beheaded because he
a) secretly married young people b) ate too much chocolate c) played cards and gambled d) failed to marry his sweetheart
4. Which of these statements is true?
a) Valentine's Day was banned in 17th century England b) One billion Valentine cards are sold in the U.S.A. alone each year c) The U.S.A. imports most of its chocolates from Canada d) all of the above



5. How did sailors send messages to their loved ones while at sea in the old days? a) bottle b) sea post c) carrier pigeon

6. Sailors often scratched or carved

designs on bone, tusk or wood to give as a love token, this hobby was called?

- a) tatting b) whittling c) scrimshaw
7. What is the winged child shooting arrows at unsuspecting Valentines called?
a) cupid b) cherub c) claud d) charlie
8. Who are Shakespeare's "Star-crossed Lovers"?
a) Troilus and Cressida b) Romeo and Juliet c) Anthony and Cleopatra d) Hansel and Gretel

9. Where do you "wear your heart" if you are quick to show your feelings?
a) chest b) sleeve c) ear d) epaulettes

10. The most fantastic gift of love is the?
a) the Alhambra in Spain built by Abdel Kabal for his third wife b) Doge's Palace in Italy built for the ruler by the people c) Buckingham Palace in Britain built to commemorate the love of Queen Victoria for Albert d) Taj Mahal in India built by Mughal Emperor Shahjahan as a memorial to his wife

11. The oldest surviving love poem is written on?
a) a clay tablet from the times of the Sumerians, inventors of writing, around 3500 B.C. b) hieroglyphics in the reign of Pharaoh Rameses II c) stone columns in ancient Attica d) Aramaic papyrus around 600 B.C.

www.readersdigest.ca/mag/2001

www.geocities.com/Athens/Parthenon/1502/valen

Quiz I Answers

- a) Victor Hugo
- b) Antoine de Saint-Exupery
- c) Rabbi Julius Gordon
- d) Zelda Fitzgerald
- e) Albert Einstein
- f) author unknown
- g) Bill Keane, "Family Circus"
- h) Elizabeth Barrett Browning
- i) M.A.S.H., Hawkeye
- j) Ben Hecht
- k) Henry Van Dyke
- l) Rita Rudner
- m) Mignon McLaughlin
- n) Paul McCartney
- o) Othello
- p) William Congreve

Quiz II Answers

1. c)
2. b)
3. a)
4. d)
5. a)
6. c)
7. a)
8. b)
9. b)
10. d)
11. a)