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145

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(GRE Analytical Writing: Solutions to the Real Essay Topics - Book 1)

This new edition of GRE Analytical Writing by Vibrant Publishers has 60 solved AWA essays. Most of the solutions are bang on! All these topics are from the official GRE essay list, so the probability of one of these essays coming in your actual GRE is very high. Infact in my GRE, I was asked one of the Issue topics that was already solved in this book. Having already read the solution had two advantages, 1) I had good idea of how to go about writing the essay and 2) I felt lot more confident and all my exam stress went away. I will give this book 5 stars!

Great book to help prepare for the GRE essays!! Very helpful strategies and the essays are also detailed. I have read through only few topics yet but will definitely read through all of them. If I get the time to read all the 60 Issues and Arguments, there'll be no looking back. I am glad I made this purchase.

Good book. Each topic is followed by multiple pointers to help you construct the essay. A sample essay is also provided for reference. But what I liked the most about the book is they covered over sixty writing topics. Great for practice.

The book starts with an introduction to the analytical writing section, then explains Analyze an Issue task and Analyze an Argument task including scoring patterns for both. It gives strategies for writing Issue and Argument tasks. It then takes 30 Issue topics and guides us to write an essay on each of those topics - strategies include how to interpret the topic, different positions that can be taken for the topic in question, ways to support the position you take, examples and more. At the end, a sample essay is also given which can be used as a benchmark. After the Issue topics, 30 Argument topics are covered. Again, each topic is followed by strategies and a sample essay. The author has addressed many possible positions of an Issue, assumptions in an argument, evidences required and questions to be answered making the writing task look easy as pie.

Customer Reviews on Amazon.com (5 Star Ratings)

(GRE Analytical Writing: Solutions to the Real Essay Topics - Book 2)

This is an excellent book for GRE Analytical Writing exams. I found this book to be very comprehensive about all aspects of Analytical Writing.

In terms of example essays: there are some very good and well written essays, but at the same time I felt there were some first-person essays that I could have improved upon. Overall, it gives you good idea about different types of writing styles and essays that are needed for passing the GRE Analytical Writing.

This book was a great buy, a must-read for all GRE test takers. The content in the book was useful, thought provoking, and I have several ideas to work with now. In addition, the content is presented well too.

I found very few books that focus on the GRE writing section; and of those, I prefer this book.

I bought this for myself and i had no problem with the Quant section of the GRE and verbal prep was not bad either. I didn't know anything about the Analytical writing section as I had kept the prep for this section towards the end. Glad I made this purchase, now I feel much more confident than I was a week ago. One more week for my real test, hope to see a 5 atleast in the GRE.

The author has done a fantastic job. The elaborate explanation of each topic helped me immensely, I could gather my thoughts, streamline them and put them into appropriate words. Highly recommended .



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Introduction to the Analytical Writing Measure

The Analytical Writing Measure is intended to assess your ability to think critically and write effectively about a topic while following specific directions. You will not need any specific content knowledge to complete either in this portion of the test. The purpose of both writing pieces is to determine your readiness to perform appropriately at the graduate level.

During this portion of the test, you will complete two writing tasks: Analyze an Issue and Analyze an Argument. For each portion, you will have 30 minutes to read the prompt and directions and to plan and execute your response.

The two tasks are opposite in their nature. During the Analyze an Issue task, you will write persuasively as you express your point of view on the selected topic, which may be in the form of an opinion, a recommendation, a claim and reason, or the presentation of two points of view. It is important to read the directions carefully to ensure that your response is addressing the prompt correctly and to enable you to receive the highest score.

During the Analyze an Argument task, you will evaluate an argument to determine the strength of the facts and assumptions that it presents. You may be asked to evaluate the evidence to determine if the assumptions are correct, formulate questions that will need to be answered before determining if the assumptions are correct, what further evidence is necessary before the argument can be declared correct, or what steps should be completed before accepting a recommended course of action. As in the Analyze an Issue task, in the Analyze an Argument task, reading and following the directions carefully is the best way to ensure that you receive a high score for your efforts.

Strategies for Completing Analytical Writing Measure

Each portion of the writing measure is 30 minutes long. In that period of time, you must read the statement or brief passage and the directions for creating your response, plan how you want to respond, and write your essay. If you spend too much time taking notes and organizing your thoughts, you may not have enough time to finish writing your essay. On the other hand, completing a prewriting activity sufficiently will help you write your essay more quickly. Budgeting your time is crucial and responding to some of the prompts published on the ETS site, ets.org will help you to do that. Although the GRE readers are aware of the time limit and that your essay is essentially a draft, they will expect you to perform at a high level. Leave a few minutes at the end of each writing section to review your essay for errors in spelling, grammar, usage, and sentence structure.

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Chapter **1**
Analyze an Issue Task

As you complete this task, you will have an opportunity to express your point of view on an issue. Because it is essentially your opinion, there is no “correct” answer. You must, however, support your point of view with sufficient evidence to show the strength of your argument. You may agree completely with the statement about the issue, partially agree with it, or completely disagree with it. Be certain to stay on topic and follow the directions carefully.

For example, you might be presented with a statement similar to the following:

It is always best to look before you leap.

One interpretation of this statement is that one should consider potential consequences before taking any action. The directions may instruct you to write a response in which you discuss the extent to which you agree or disagree with the statement and explain your reasoning for the position you take. If you agree with the statement, you should recall examples from your reading, your studies, or your own experience that support your position. Think about Holden Caulfield’s actions in *The Catcher in the Rye*. His impulsive decision to spend some time alone in New York City before going home after his expulsion from Pencey Prep had unsatisfactory consequences. You may have taken some action in your own life that you regretted afterwards. On the other hand, you may disagree with the statement. Early explorers like Christopher Columbus had little idea about what they would find as they set out in their relatively small sailing vessels. If they had thought only about the dangers of their ventures, the new world would have been discovered much later. You can also take a qualified approach by agreeing with the statement to some extent. Remember, the best approach to a given prompt is the one you can argue the best. The GRE essay readers are trained to evaluate a wide variety of approaches to the issue and evaluate them on their strengths and weaknesses and not on the opinion expressed.

The following is a comprehensive list of the instructions that can accompany the statements in the Analyze an Issue task.

- ❑ Write a response in which you discuss the extent to which you agree or disagree with the statement and explain your reasoning for the position you take. In developing and supporting your position, you should consider ways in which the statement might or might not hold true and explain how these considerations shape your position.
- ❑ Write a response in which you discuss the extent to which you agree or disagree with the recommendation and explain your reasoning for the position you take. In developing and supporting your position, describe specific circumstances in which adopting the recommendation would or would not be advantageous and explain how these examples shape your position.
- ❑ Write a response in which you discuss the extent to which you agree or disagree with the claim. In developing and supporting your position, be sure to address the most compelling reasons and/or examples that could be used to challenge your position.
- ❑ Write a response in which you discuss which view more closely aligns with your own position and explain your reasoning for the position you take. In developing and supporting your position, you should address both of the views presented.

- ❑ Write a response in which you discuss the extent to which you agree or disagree with the claim and the reasons on which that claim is based.
- ❑ Write a response in which you discuss your views on the policy and explain your reasoning for the position you take. In developing and supporting your position, you should consider the possible consequences of implementing the policy and explain how these consequences shape your position.

You may have had some experience with writing persuasively in high school or college, but you do not need to worry about employing specific rhetorical devices to receive a high score. It is important to stay on topic, present your argument in a coherent and cohesive manner, and to acknowledge counterarguments to strengthen your own. You should also make every attempt to use correct grammar, mechanics, and a variety of sentence structures to improve the fluency of your essay. The scoring guide that follows is reprinted from the Practice Book for the GRE Revised General Test, developed by Educational Testing Service.

Scoring Guide

Score 6

In addressing the specific task directions, a 6 response presents a cogent, well-articulated analysis of the issue and conveys meaning skillfully.

A typical response in this category:

- ❑ articulates a clear and insightful position on the issue in accordance with the assigned task
- ❑ develops the position fully with compelling reasons and/or persuasive examples
- ❑ sustains a well-focused, well-organized analysis, connecting ideas logically
- ❑ conveys ideas fluently and precisely, using effective vocabulary and sentence variety
- ❑ demonstrates facility with the conventions of standard written English (i.e., grammar, usage and mechanics), but may have minor errors

Score 5

In addressing the specific task directions, a 5 response presents a generally thoughtful, well-developed analysis of the issue and conveys meaning clearly.

A typical response in this category:

- ❑ presents a clear and well-considered position on the issue in accordance with the assigned task
- ❑ develops the position with logically sound reasons and/or well-chosen examples

- is focused and generally well organized, connecting ideas appropriately
- conveys ideas clearly and well, using appropriate vocabulary and sentence variety
- demonstrates facility with the conventions of standard written English but may have minor errors

Score 4

In addressing the specific task directions, a 4 response presents a competent analysis of the issue and conveys meaning with acceptable clarity.

A typical response in this category:

- presents a clear position on the issue in accordance with the assigned task
- develops the position with relevant reasons and/or examples
- is adequately focused and organized
- demonstrates sufficient control of language to express ideas with reasonable clarity
- generally, demonstrates control of the conventions of standard written English but may have some errors

Score 3

A three response demonstrates some competence in addressing the specific task directions, in analyzing the issue and in conveying meaning, but is obviously flawed.

A typical response in this category exhibits ONE OR MORE of the following characteristics:

- is vague or limited in addressing the specific task directions and/or in presenting or developing a position on the issue
- is weak in the use of relevant reasons or examples or relies largely on unsupported claims
- is poorly focused and/or poorly organized
- has problems in language and sentence structure that result in a lack of clarity
- contains occasional major errors or frequent minor errors in grammar, usage or mechanics that can interfere with meaning

Score 2

A two response largely disregards the specific task directions and/or demonstrates serious weaknesses in analytical writing.

A typical response in this category exhibits ONE OR MORE of the following characteristics:

- is unclear or seriously limited in addressing the specific task directions and/or in presenting or developing a position on the issue
- provides few, if any, relevant reasons or examples in support of its claims
- is unfocused and/or disorganized
- has serious problems in language and sentence structure that frequently interfere with meaning
- contains serious errors in grammar, usage or mechanics that frequently obscure meaning

Score 1

A one response demonstrates fundamental deficiencies in analytical writing.

A typical response in this category exhibits ONE OR MORE of the following characteristics:

- provides little or no evidence of understanding the issue
- provides little evidence of the ability to develop an organized response (i.e., is extremely disorganized and/or extremely brief)
- has severe problems in language and sentence structure that persistently interfere with meaning
- contains pervasive errors in grammar, usage or mechanics that result in incoherence

Score 0

A typical response in this category is off topic (i.e., provides no evidence of an attempt to respond to the assigned topic), is in a foreign language, merely copies the topic, consists of only keystroke characters or is illegible or nonverbal.

The Analyze an Issue task presents you with a statement that expresses a point of view about a topic of general interest. The statement is followed by a set of specific instructions that will determine the manner in which you respond. You may find yourself agreeing or disagreeing with the statement almost immediately. How you feel about the statement is not important, but you will be expected to present a strongly developed case for your own point of view. As you think about your own point of view, consider other perspectives as well. Before you begin to write, read the instructions carefully. Take some brief notes, list some questions that the issue generates, and organize your ideas in a logical manner. This task will assess your ability to think critically and write clearly, using varied and accurate vocabulary, a meaningful variety of sentence structures, and correct grammar, spelling, and usage.

General Strategies

- ❑ Restate the issue in a way that makes sense to you.
- ❑ You could also determine what question is being answered by the statement. Creating a question may help you determine your position on the issue. If someone were to ask you this question, would you say yes, no, or maybe?
- ❑ Next, create a statement that expresses the opposing viewpoint, using language similar to that of the original statement.
- ❑ Think about alternative viewpoints. Is there another way to look at this issue? Can you qualify the original recommendation in some way? How can you answer all or some of the questions that you generated earlier?
- ❑ From here, you must decide which point of view to address in your essay. Before you decide, carefully consider the following questions. You will have addressed several of them in the exercises you will perform below.
 - i. What, precisely, is the central issue?
 - ii. What precisely are the instructions asking me to do?
 - iii. Do I agree with all or any part of the claim? Why or why not?
 - iv. Does the claim make certain assumptions? If so, are they reasonable?
 - v. Is the claim valid only under certain conditions? If so, what are they?
 - vi. Do I need to explain how I interpret certain terms or concepts used in the claim?
 - vii. If I take a certain position on the issue, what reasons support my position?
 - viii. What examples - either real or hypothetical - could I use to illustrate those reasons and advance my point of view? Which examples are most compelling?
- ❑ Once you have decided on a position to defend, consider the perspectives of others who might not agree with your position. Ask yourself:
 - i. What reasons might someone use to refute or undermine my position?
 - ii. How should I acknowledge or defend against those views in my essay?

The next step should be listing the main reasons and support for your position. Keep in mind that the GRE readers scoring your response are not looking for a “right” answer—in fact, as far as they are concerned, there

is no correct position to take. Instead, the readers are evaluating the skill with which you address the specific instructions and articulate and develop an argument to support your evaluation of the issue.

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Chapter 2

Arts

Issue Task 1

.....
The most effective way to understand contemporary culture is to analyze the trends of its youth.

Write a response in which you discuss the extent to which you agree or disagree with the statement and explain your reasoning for the position you take. In developing and supporting your position, you should consider ways in which the statement might or might not hold true and explain how these considerations shape your position.

.....



Strategies

Restate the Issue:

.....

How can you change the statement without changing its meaning?

In other words:

.....

The least effective way to understand contemporary culture is to ignore the trends of its youth.

Or: The surest way to misunderstand contemporary culture is to ignore the trends of its youth.

Determine what question is being answered by the issue statement.

How can one understand contemporary culture?

Creating a question will help you to think about how you would respond. Your answer to the question can help you develop your response to the statement.

Now think about the parts of the statement that provide evidence that you can affirm or refute.

- ◆ **most effective** – Most is the superlative form of many; nothing is more effective.
- ◆ **understand** – This statement assumes that one can understand contemporary culture.
- ◆ **analyze** – Analysis is the process of breaking something down into its components. What are the components of the trends?

- ◆ **youth** – What age group specifically? Does the term, youth, extend to those in college?

Opposing statement:

The most effective way to understand contemporary culture is not to analyze the trends of its youth.

Identify the parts of the opposing statement that provide evidence that you can refute or affirm.

not – In this case, the implication is that one should ignore the trends of a culture’s youth. Including those trends might give a false impression of the culture.

Alternatives:

Is there another way to look at this issue? Can you qualify the original issue statement in some way?

New viewpoint:

Analyzing the trends of its youth is one component in understanding the contemporary culture.

Identify the parts of the new statement that provide evidence to affirm or refute.

- ◆ **one** – This implies that there are others.
- ◆ **contemporary** – The culture of this time.



Sample Essay

The culture of any era is defined by a variety of elements and may be the result of past influences. Analyzing the trends of today’s youth is only one of those elements. One also needs to analyze the kinds of work that adults are pursuing or the activities its senior citizens are participating in. To rely solely on analysis of youth trends is short-sighted. The youth of a culture are heavily influenced by the latest, hottest fad. Their greatest need is to fit in, to be cool, and they change their clothes, their hair, and their phones as soon as the newest fashion is featured in print or on television. Their permanence is ephemeral, and their influence may be longer lasting. A big chunk of their time would be spent just keeping up. Anyone attempting to analyze the trends of youth will barely finish before the trends change.

1

The most widely-exposed youth culture of the last half century is that of the 1960's and 70's. The youth of that era advised others to tune in, turn on, and drop out. Drugs, sex and rock and roll permeated the culture of youth in those decades. Because burning draft cards and bras was so widely publicized, it would be tempting to believe that all youth behaved in that manner. That would be a mistake. Despite the presence of SDS chapters, peace rallies and sit-ins on college campuses across the country, most students quietly went about attending classes, graduating and getting traditional jobs. The counterculture of the 60's and 70's had its greatest influence on later decades. Those days of rebellion and revolution led to increased opportunities for minorities and women. The young people of that era are now nearing retirement and are living lives very different from the senior citizens of previous generations. They have tuned in, but they have not dropped out. They are healthier, better educated, and leading more active lives than their parents or grandparents did.

Analysis of youthful trends reveals what effect advertising had on a culture's young people. To fully understand contemporary culture, one must analyze the hopes, fears, and actions of all the groups that comprise it. A culture's youth is blissfully ignorant of a culture's realities. The struggle of adults to find satisfying work, to pay the bills, to provide security for themselves and their children define the attitudes and behaviors of contemporary culture.

Issue Task 2

.....
When old buildings stand on ground that modern planners feel could be better used for modern purposes, modern development should be given precedence over the preservation of historic buildings.

Write a response in which you discuss the extent to which you agree or disagree with the statement and explain your reasoning for the position you take. In developing and supporting your position, you should consider ways in which the statement might or might not hold true and explain how these considerations shape your position.

.....



Strategies

Restate the Issue:

In this case, you might reverse the order in which the parts of the issue appear and use a negative phrase. In other words:

In other words:

The preservation of historic buildings should not be given precedence over using the ground they stand on for modern purposes that have a better use. Determine what question is being answered by the issue statement.

You could also determine what question is being answered by the statement.

Should the preservation of historic buildings be given precedence over modern development?

Asking a question may help you to formulate your response to the issue.

Now think about the parts of the statement that provide evidence that you can affirm or refute.

- ◆ **old** – This implies outdated or rundown. New is better.
- ◆ **better used** – better is a comparative word. It is more than good but less than best.
- ◆ **modern purposes** – Modern implies improved. It is the opposite of old fashioned.
- ◆ **development** – This word also has a positive connotation. It implies improvement, evolution.

- ◆ **precedence** – Whatever is being proposed is more important than other ideas. It should come ahead of other plans or ideas.
- ◆ **preservation** – Again, the connotation is positive. To preserve is to save.
- ◆ **historic** – Something historic is a representation of history. One generally thinks favorably of something that is described as being historic.

Opposing viewpoint:

Modern development should not be given precedence over the preservation of historic buildings that stand on ground, which modern planners feel could be better used for modern purposes.

The only new evidence in the opposing statement is the word not, which simply reverses the original position.

Alternatives:

Is there any other way to look at this issue? Can you qualify either of the statements? Are there any cases where one or the other of the statements might be true or not true?

New viewpoint:

When the preservation of historic buildings becomes a financial struggle or the land on which they stand could be used for community betterment, modern development should be given precedence over that preservation.

Identify parts of the new viewpoint that provide evidence for you to refute or affirm.

- ◆ **financial struggle** – Surely communities and special interest groups cannot afford to preserve every building of an historic value.
- ◆ **community betterment** – This is subjective. What one feels is betterment, another might feel is a detriment to the community. Who decides?

Examples:

- a) Auschwitz is crumbling. There is strong debate over preserving what remains of the infamous Nazi concentration camp or the suitability of letting the buildings crumble. Is there a better use for this land?
- b) Urban renewal generally involves tearing down existing structures to make way for improved buildings

to house new business or offices or to improve traffic flow.



Sample Essay

The value of any object is subjective. Nostalgia for the simpler life of bygone days causes us to attach more value than appropriate to objects from the past. Historic buildings let us envision the people who lived in them and the daily activities they pursued. However, the needs of communities have changed, and sentiment may need to be discarded to meet those needs. Due to this fact, historic buildings may need to be taken down or otherwise changed to accommodate the needs of the current population.

Some cities have found ways to preserve historic buildings by erecting the new ones over them. Their front walls become part of the new facade. The cities' needs for more office space or apartments have been met and a record of the past has been saved for present and future generations. Many communities in the United States have historical societies who raise money for historic preservation, and, in some cases, old buildings can be listed in the Register of Historic Places and are supported by public funds. The future of projects like these depends on continued interest, and emerging generations may have different priorities.

How essential are old buildings in maintaining the character of a place? When one looks at several cities in Europe, he sees a cityscape very different from the one that existed prior to WWII when both Allies and Axis bombs destroyed ancient structures. The citizens of those towns and cities had no choice but to rebuild. Life went on. Currently, there is debate about the future of Auschwitz. What remains of the notorious Nazi concentration camp is in disrepair. Buildings that were not built to last in the first place are crumbling. Maintaining them is costly. Although many countries around the world have donated millions to the preservation of the site, some wonder if allowing the site return to its pre-WWII state is a more fitting memorial to what happened there. Could the money needed to restore the barracks, the crematoria and to maintain the museum be used in a more appropriate way to teach future generations about the dangers of hatred and prejudice?

Modern technology has made the preservation of old buildings and landmarks possible through photographs and video recordings. In fact, it is possible, with the click of a computer mouse, to take virtual tours of places one has never physically visited. These photos and videos live on the World Wide Web forever, and maintenance costs will be minimal. Access to these historic buildings is no longer restricted to those who can make the trip to their physical sites but is available to anyone with an Internet connection.

Change for the sake of change is frivolous and usually unnecessary, but towns and cities are challenged to make the best use of the spaces they have. Their needs have changed. A small city may need assisted living quarters for its senior citizens or recreational facilities for its young people. To accomplish that, city planners may have to make difficult choices, some of which could include the razing of old buildings.

Issue Task 3

3

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Some people believe that government funding of the arts is necessary to ensure that the arts can flourish and be available to all people. Others believe that government funding of the arts threatens the integrity of the arts.

Write a response in which you discuss which view more closely aligns with your own position and explain your reasoning for the position you take. In developing and supporting your position, you should address both of the views presented.

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Strategies

Restate the Issue:

Consider each view separately before deciding which of them you most closely agree with.

Point of view 1:

Restate the view by saying what cannot, rather than what can.

In other words:

The arts cannot flourish and be available to all people without government funding of the arts.

You might also determine what question is being answered by the statement.

How can we ensure that the arts can flourish and be available to all people?

Or: *What role should the government play to ensure that the arts can flourish and be available to all people?*

Think about the way that you would answer one or both of these questions to help you determine your position.

Now identify elements in the statement that can provide evidence for you to affirm or refute.

- ◆ **Some people** – This indicated that the opinion is not unanimous.
- ◆ **necessary** – This implies a requirement. Without government funding the arts would not flourish.
- ◆ **flourish** – This means to thrive, a stronger action than survival.
- ◆ **available** – Another way to say this might be accessible. Art would be accessible or open to all people.

Point of view 2:

Restate the view by making it a negative statement.

In other words:

The integrity of the arts cannot survive with government funding.

You should formulate the question that requires this statement as an answer.

What effect would government funding have on the integrity of the arts?

Or: *How does government funding threaten the arts?*

Now identify elements in the statement that can provide evidence for you to affirm or refute.

- ◆ **others** – The implication is that there are two points of view.
- ◆ **threatens** – This word always has a negative connotation. The response to a threat is defense.
- ◆ **integrity** – One thinks of strength, honesty and wholeness.

The directions do not allow for alternative positions. Even though you may not be in complete agreement with either of the positions, you must decide which one most closely matches the way that you think about the issue. Make certain to acknowledge the opposite viewpoint as you develop your response.



Sample Essay

Some may say, “I don’t care about painters or sculptors”, but the creative arts encompass so much more. It is not strictly high-brow. The artists include writers of fiction, drama, poetry, and journalism. They include composers of country music, Broadway scores, and classical pieces. Many people don’t realize the number of ways

that they are exposed to art in their everyday lives. The National Endowment for the Arts supports programs all around the United States that promote exposure to all of the creative arts. The NEA also funds grants for various artists and projects through an application and award process. There is little doubt that, without this organization, children in otherwise culturally-deprived areas of the country would have no introduction to the creative arts. The struggling artist may be a popular stereotype in film and fiction, but the fact of the matter is that new artists in nearly every field do struggle, at least for a time. The NEA allows these artists to apply for grants to help them get a start.

However, since it is funded by the government, the NEA budget depends on the whims of Congress. Senators and congressmen also feel entitled to attempt to place restrictions on the type of artwork or artist supported by NEA grants. There arises the paternalistic attitude that says, "If I'm paying for it, I'll decide how it gets used." Congress has attempted to censor some forms of artistic expression by claiming that it is pornographic or demeaning to one group or another, even that it is unpatriotic. It is difficult, if not impossible, for an artist to express his vision if that vision is clouded by requirements placed upon it by otherwise well-meaning public servants.

What are the alternatives to public funding of the arts? It used to be that gifted artists would have wealthy patrons who were individuals or even the Vatican itself in the case of the sculptor/architect, Bernini. Of course, the Catholic Church placed restrictions on the kinds of work completed. Other patrons generally made demands of the artists they supported as well. The artists, however, did stave off starvation and homelessness. Patrons of the arts still exist and invest in Broadway productions, pay for visiting musicians at local concert halls, and donate paintings to museums. This still limits accessibility to the arts for those who live in rural or otherwise remote areas.

Does one require live experiences to say that he/she has been exposed to the arts? The World Wide Web allows anyone with an Internet connection to view works of the masters and hear recorded performances or see video of live performances. Nearly everyone with a cellular phone carries around a camera and a video recorder, and they upload their recordings to YouTube by the thousands every day. Those second-hand viewings and audios may not replace a visit to the Louvre or La Scala, but they do make the arts accessible. Local libraries have a service for their card holders that enables the patrons to download best sellers to their electronic readers or tablets, making a trip to the library, itself, unnecessary.

Men and women of ideas and artistic talent can create followings on the Internet by daily writing and uploading to their own blogs. There is a better opportunity for artists in every medium to retain their integrity and freedom of expression if they let the public decide who shall succeed and who shall not rather than relying on funds that may have strings attached.

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