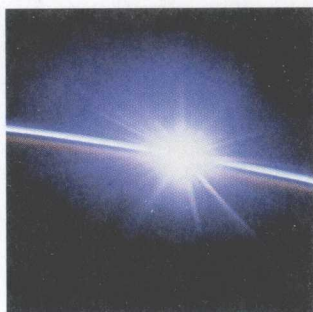




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Preface

W

elcome to *The Volume Library*.

We are pleased to bring you this set of unique, user-friendly family reference books. Their 4,000+ color photographs and illustrations, the organization of subject matter into the familiar educational disciplines, and the addition of a Help Desk for most chapters provide basic information as well as extended enrichment opportunities. (Read more about The Help Desk below.)

Recognizing that language is the mechanism for exchanging information and that English is one of the most widely used languages in the world has led to another unique feature of *The Volume Library*: blue boxes that note differences between standard British and United States spellings. (Read more about this on the next page.)

In the Math and English chapters, you will also note that some text is either highlighted in or printed in one of three different colors. Text highlighted in yellow contains key definitions or concepts; text highlighted in green indicates helpful hints or tips. Blue text is used for worked-out problems and examples.

We are also pleased to offer access to our Web site, www.southwestern.com, where, among other things, you will find listings of additional subject-specific reference materials, post-publication additions and corrections, and notes on using the books effectively. Every effort has been made to ensure that these books are as accurate as possible. If errors or omissions should be discovered, however, we would appreciate hearing from you. Please send comments or suggestions to editor@southwestern.com, or to Editor, Volume Library, P.O. Box 305142, Nashville, Tennessee 37230.

The staff of The Volume Library

THE HELP DESK



- **Whether** a regular assignment, extra credit project, or simple curiosity prompts you to seek more information, a focus makes the task easier and more fruitful. We have included in The Help Desks some suggestions for areas of study or exploration that will enable you to define that focus.
- **If you** wish to test your own knowledge and understanding, there is no better way than helping a child or friend to master a topic. Some examples and suggestions for that are also included.
- **A number** of the suggestions you will find in the Help Desk will help you develop your problem-solving, creative, and interpretive skills.
- **Many** Help Desk suggestions are quite broad and lend themselves to numerous more specific areas that allow for projects of varying time, length, and interests. Simply narrowing down a topic can be an interesting adventure.
- **Although** some suggestions require a trip to the library or some other interesting location, most will require only time and readily available materials.
- **Other** suggestions may be for fun family or group activities that foster sharing and cooperation, while some require purely individual effort and satisfaction.
- **Written** reports, directed reading, model building, gathering original data to develop conclusions, oral presentations, and demonstrations—something to meet everyone's needs, talents, and interests.
- **Let us** know what works for you so we can share your ideas with others.

Do You Speak English?

If so, you are among the half of the world's population who use English to communicate at least part of the time. The latter part of the 20th century witnessed the rise of English language as the global language. Today communications in business, diplomacy, and science are either conducted in English or translated into English in order to be accessible to the most people in the most readily understood form. Of approximately 6 billion people on Earth, over 30% speak English as their first language. An additional 7% speak English as a second language, having studied it in school. In addition, a sizeable number of people may not be fluent in English but have acquired enough dexterity with it to understand the spoken word through mass communication, radio, and television.

However, is it really the same language? Is the United Kingdom's English the same as that of the United States, or Australia, or Barbados, or Sierra Leone, or Ireland? The answer: a qualified "yes." While the residents of the British Isles have established the basis for the language, various countries and parts of countries have modified it to suit themselves. Such complexity is shown in this partial list of countries where English is considered to be the primary language:

American Samoa	Liberia
Antigua and Barbuda	Montserrat
Australia	New Zealand
Bahamas	Nigeria
Barbados	Northern Marianas
Belize	Papua New Guinea
Bermuda	St. Kitts
Canada	St. Vincent and the Grenadines
Cayman Islands	Grenadines
Grenada	Sierra Leone
Guyana	Trinidad and Tobago
Ireland	United Kingdom
Jamaica	United States

While all the English-speaking people can presumably watch a television program and enjoy it through the common visual and language bond, the differences are also evident in puzzling words and phrases as well as almost automatic translation adjustments in vocabulary, phrase, and accent. Just as Americans must on occasion strain to filter an unfamiliar New England accent or Southern accent through their own regional ears, the exuberant Australian English must present a challenge to Yorkshire understanding.

The Volume Library has taken the first step in recognizing some of the differences in the magnificent, living, ever-adaptable language we know as English. As a beginning, we have highlighted a few of the spelling variations between British and American English. As you peruse *The Volume Library*, notice the blue boxes in the outside margins of the pages. Those boxes contain words that appear in the text in the standard American spelling. The boxes also contain the preferred British spelling. (Note: In the case of the British spelling, some British dictionaries may show that the American spelling is also

acceptable in British usage and vice versa in American dictionaries.) The first time the word appears on a spread (a spread is the two facing left- and right-hand pages as the volume lies open) in the text, it appears in blue type. The words that have been so treated constitute a select limited lexicon confined to only a few of the spelling variations represented by certain repetitive letter combinations:

The -or-/our group:

<i>color/colour</i>	<i>honor/honour</i>
<i>vigor/vigour</i>	<i>armor/armour</i>
<i>labor/labour</i>	<i>odor/odour</i>
<i>flavor/flavour</i>	<i>endeavor/endeavour</i>
<i>valor/valour</i>	<i>humor/humour</i>
<i>savor/savour</i>	<i>neighbor/neighbour</i>

The -ize/-ise group: these seem to be in transition but only of recent documentation so all of them on the list will be treated as -ize American for regular text spelling and also appear in the blue box as -ise British.

<i>civilize/civilise</i>
<i>organize/organise</i>
<i>apologize/apologise</i>
<i>analyze/analyse</i>
<i>digitize/digitise</i>
<i>categorize/categorise</i>
<i>emphasize/emphasise</i>
<i>realize/realise/realisation</i>
<i>colonize/colonise/colonisers</i>
<i>colonization</i> for both American/British

The -er-/re group:

<i>center/centre</i>	<i>somber/sombre</i>
<i>fiber/fibre</i>	<i>meager/meagre</i>
<i>liter/litre</i>	<i>specter/spectre</i>
<i>theater/theatre</i>	

The -eo/-oeo group:

<i>esophagus/oesophagus</i>	<i>fetus/foetus</i>
<i>estrogen/oestrogen</i>	<i>fetid/foetid</i>

Other words:

<i>aluminum/aluminium</i>
<i>trapezoid/trapezium</i>
<i>gasoline/petrol</i>
<i>main street/high street</i>
<i>story/storey</i> (of a building)
<i>check/cheque</i>

In coming editions, we intend to increase the scope of British/American linguistic variations. The spelling issue is only one of several we have detected. Some differences are as simple as familiar words for familiar things that are practically synonyms, easily used interchangeably on both sides of the Atlantic, as are the following examples:

British	American
<i>lift</i>	<i>elevator</i>
<i>tube</i>	<i>subway</i>
<i>telly</i>	<i>TV (television)</i>
<i>parcel</i>	<i>package</i>
<i>chemist</i>	<i>drugstore or pharmacist</i>
<i>film</i>	<i>movie</i>
<i>cinema</i>	<i>movie theater</i>
<i>flat</i>	<i>apartment</i>
<i>ring up</i>	<i>call on the phone</i>
<i>bad show</i>	<i>tough luck</i>

Sample U.S. and British Box Usage

analyzed
US
analysed
Brit.

emphasize
US
emphasise
Brit.

One of the interesting differences between British and American English is the tendency for the British to lengthen words or phrases as in:

<i>I have done</i>	<i>I have</i>
<i>departmental store</i>	<i>department store</i>

or perhaps it is the Americans who tend to shorten. While the spoken language and the vocabulary of both spoken and written English accounts for most of the variations, some additional differences appear in the use of written punctuation marks. For more information, refer to ENGLISH WRITING 10–11.

Some words and phrases can cause great misinterpretation because the British/American meanings may be different—in some cases, totally opposite.

Here is a sampling of the intricacies and color/color of our glorious language:

If a motion picture or play is dubbed a "bomb," it is a dismal failure in America but a smashing success in England.

An American might want a "cookie," but must ask for a "biscuit" in England.

In England a "casket" is a small box; Americans use casket interchangeably with "coffin."

Americans following the rules of parliamentary procedure might "table" an item to set it aside without further consideration, but in England the item would be submitted for discussion.

Tell your visiting English friend to hang his clothes in the "closet" and he will hang them in the watercloset (bathroom). If you are his guest, he does not expect you to hang your wardrobe in the kitchen when he tells you the "cupboard" is available.

In England, a lady's handbag should never be called a pocketbook—that term is reserved for a gentleman's billfold or notecase.

Can you count to a billion? In England that is 1,000,000,000,000 (called a trillion in the U.S.) but in the U.S. it is only one thousand million (1,000,000,000 and called a milliard in England).

Yes, we speak the same language but the dialects need translation on occasion. We are all the better for our willingness to learn to communicate in our own or an adopted language. For more information on the development of English, see FOREIGN LANGUAGE 9–14.

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