

Readers respond to an essay on learning through watching

1 To the Editor:

I was touched by Rob Henderson's cogent reflection on and appreciation for the outsized role TV played in forming his understanding of America's elite culture and enabling him to navigate it ("I'm Not Rich, I Just Watch a Lot of TV", Sunday Review, Oct. 11).

His essay made me grateful for 40-1, whether they are comic books (which I devoured as a kid), newspapers, books, movies, art, music or, yes, even TV.

Addy Whitehouse

Waukesha, Wis.

2 To the Editor:

When I was growing up as a lower-middle-class kid in an Alabama cotton town, necessity often dictated that I successfully navigate 40-2. With parents from backgrounds a rung below even mine and my siblings', I realized early on that to learn the spoken and unspoken languages of the worldly and educated, I was going to need tutors.

So I had a smile on my face as I read Rob Henderson's essay affirming that my consciously attempting to adopt the quick wit, eloquent delivery and confidence of television characters like Hawkeye Pierce and Alex P. Keaton hadn't been such a bad idea after all. These characters enhanced my perspective on "the educated" and added to the chorus of other voices in my life that were encouraging aspiration to more than just financial success.

The essay left me recommitted to the inherent value in perpetually examining what I want, what I do and why I do it.

Paul Colson

Birmingham, Ala.

3 To the Editor:

If only we could learn what motivates some people to look beyond themselves and to aspire to do more than what life seems to offer them, as Rob Henderson did. His story certainly shows 40-3. And if it was television that inspired him and helped him grow, so be it.

The turn-on can come from so many different sources: sports, an individual role model, even comic books. The important element is learning, and eventually recognizing that education is the key to success for anyone, regardless of one's social or economic background.

Miriam Kagan Margoshes

Hastings-on-Hudson, N.Y.

The New York Times, 2020

Tekst 11 Readers respond to an essay ...

Drie van de onderstaande zes woordgroepen (a tot en met f) zijn uit de tekst weggelaten (zie **40-1**, **40-2**, **40-3**).

- 2p **40** Geef aan voor elke plaats welke woordgroep daar hoort.
Noteer de letter van de woordgroep achter het nummer op het antwoordblad.
Let op: er blijven drie woordgroepen over.
- a a contagious form of narrow-mindedness
 - b all external stimuli that expand my world
 - c impressive accomplishments
 - d rural tracks through our dogmatic society
 - e the privileges of wealth
 - f worlds as disparate as those of sharecroppers and gentry

Bronvermelding

Een opsomming van de in dit examen gebruikte bronnen, zoals teksten en afbeeldingen, is te vinden in het bij dit examen behorende correctievoorschrift.